

University News

MONDAY, APRIL 12, 1993

Rs. 5.00

College Principals Meet



Dr. Amrik Singh, former Secretary, AIU, inaugurating the National Conference of Indian Colleges Forum. Seated on his left are Dr. G.D. Sharma, President, Society for Education and Economic Development, Prof. K.B. Powar, Secretary General, AIU and Dr. J.L. Azad, Jawaharlal Nehru University.



INDIAN SCHOOL OF MINES

DHANBAD - 826004

No. 614001/93

Dated : 16.03.1993

ADMISSION NOTICE – POST GRADUATE PROGRAMMES

Applications are invited for admissions to the following 3-semester M Tech/2-semester M Phil programmes Commencing in last week of June, 1993 at Indian School of Mines, a deemed University under the UGC Act

Sl. No.	Discipline	Eligibility Qualification : B.Tech/M.Sc. or equivalent degree with valid GATE/NET SCORE
(1)	Mining Machinery (6 seats)	Mech/Prod/Elect. Engg or Mining Mach
(2)	Fuel Engineering (6 seats)	Mineral/Fuel/Chem/Met/Mech/Mining Engg
(3)	Rock Excavation Engg. (15 seats)	(a) Mining/Civil Engg or Mining Machinery Or (b) Mechanical Engg with one year experience in surface mining operation or construction industry.
(4)	Mineral Engineering (15 seats)	Mineral/Mech/Chem/Met/Mining Engg or M Sc in Mineral Processing or equivalent or M.Sc. in Appl. Geology with Maths at B Sc level
(5)	Mine Planning & Design (6 seats)	Mining Engineering
(6)	Open Cast Mining (10 seats)	Mining Engg., Open Cast Mining or Mining Machinery
(7)	Longwall Mine Mechanisation (15 seats) (for sponsored candt.)	Mech/Elec/Min Mech/Min Engg
(8)	Industrial Engg. and Management (15 seats)	Any branch of Engineering with at least six months experience in industry/ reputed organisation.
(9)	Petroleum Engg. (10 seats)	Chem /Mech/Pet Engg.
(10)	Mining Geophysics (6 seats)	M Sc/M.Sc Tech/or equivalent in Geophysics/Apppl Geophysics/Exploration Geophysics
(11)	Mineral Exploration (6 seats)	M Sc Tech/M Sc or equivalent degree in Geology/Applied Geology
(12)	Engineering Geology (6 seats)	As in Mineral Exploration with Mathematics or Physics at B Sc level
(13)	Pet Exploration	M Sc Tech or equivalent degree in Appl Geology/Applied Geophysics
(14)	Environmental science & Engineering (15 seats) (for sponsored candidates only)	(a) Mining/Civil/Mech/Chem/Pet./Mineral/Computer/Agriculture or any other branch of Engg related to Envi Or (b) M Sc in Environmental science/Chem/Life Science/Geology/Geophysics with knowledge of Maths minimum upto 10 + 2 level
(15)	Computer Applications (for sponsored candidates only)	(a) Degree in any branch of Engg. or (b) M.Sc in Maths/Physics/Statistics with at least two papers on computer or having working experience of two years with computer.
(16)	Physics/Chem/Maths (M Phil) (6 - 10 seats each)	M.Sc degree in relevant subject including Statistics or Mathematics with minimum 55% Marks

Note : If NET/GATE qualified candidates are not available, selection from other eligible candidates may be made for M Phil courses by conducting a written test/viva-voce. If adequate number of suitable candidates are not available, the school reserves the right NOT to run the particular course

How to apply .- Application in a prescribed form should reach the Dy. Registrar (Academic) by 15th May, 1993 at the latest. The forms and other details are obtainable by sending a crossed Postal Order for Rs. 10/- only (made payable to the Registrar, Indian School of Mines, Dhanbad - 826004 at ISM Post Office, Dhanbad) alongwith a self addressed unstamped envelope of size 23 cm x 10 cm. The envelopes containing request for form must be superscribed "Request for PG Admission Form". 15% seats are reserved for Scheduled Caste and $7\frac{1}{2}\%$ for Scheduled Tribe candidates

M. Ramakrishna
REGISTRAR

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Editor :
SUTINDER SINGH

Humanisation of Education

L.C. Thanu*

Humanism is a philosophy of 'man-ism or human-being-ism'. It considers "man as the centre and measure of all things". Humanisation means making or becoming (more) humane or civilized. Humanisation of education implies the development of the whole man, with his mental and moral culture, and with a distinct concern for the survival of all the values that go to distinguish the human being from the animal.

The traditional system of education in India ensures an intimate personal *guru-sishya* relationship. But the Western system and the educational explosion during the last four decades has made the relationship among the teacher, taught and the management more mechanical/commercial and less personal. Residential schools and colleges are to some extent an exception.

Education in India is in a state of crisis – of numbers, finance, relevance, priorities, and scepticism. Dr. Homi N. Sethna says: "The present system of education is one of intellectual taxidermy where the skull is opened, the mind is scooped out and obsolete knowledge is rammed in. It is a sort of crude craniotomy with its attendant rejection of the transplant". Prof. V.R. Taneja says: "Our experience has confirmed that universal primary education is an unrealised dream, secondary education, a guinea pig and university education is ridden with five-fold crisis arising out of mounting enrolments and high costs, sceptic and angry youth, falling standards and irrelevant curriculum, denigrated teaching and heterogeneous faculty, and corrosion of autonomy."

Education should be learner-centred and teachers should be guiding stars of students. In India, however, education is examination and syllabus-oriented and not Indian culture or individual development-oriented. There is little concern for the students. Human ethos is woefully lacking in our educational set up. It is dehumanised. It is not mechanised (using of sophisticated educational aids) but it is a soulless mechanical system.

Our educational edifice has become a leviathan and some of our universities, "immobile colossus". There is too much of centralisation and bureaucratisation. There are universities in India which have not conducted examinations or published results for years. Personal touch is missing in the relationship between the master and the students. The proliferation of educational institutions has upset the teacher-student ratio. The teachers have more students to take care of than they could reasonably do. The group tutorial system generally exists only on paper. Teachers have become 'rights conscious' with little involvement in the general welfare of students. They are only schooling agents and not evocative or moral agents. For the speed with which new knowledge is accumulating, they can, at their honest best, only hope to be somewhat ahead of their students in knowing about developments in their field. Only the deserving could command the love and respect of their students. There are instances where the students do not know their teachers and the teachers could not recognise their own students. The head of the institution has too many irons in the fire; he has no time to spare for students. He should be an adept in tight rope dancing. He has to keep his colleagues, students, management, departmental officers and a host of others in good humour for his very survival. Education has become a business particularly after the introduction of self-financing and parallel colleges. Distance education has once for all done away with the little contact one must have with one's teachers.

(Contd. on page 3)

* Member of the Syndicate, M.S. University, Tirunelveli.

Cleansing the Augean Stables

G.S. Balarama Gupta*

It would be nothing short of an act of self-deception if anyone or anybody – not excluding the University Grants Commission – believes that all is well with our universities.

Even a purblind spectator with no great perspicuity can easily see what the common constituents of a university campus are in our country today: uncounselled and misguided student community uncertain of its future, teaching faculty vitiated by consuming jealousies and vaulting ambition for automatic increments and promotions, non-teaching fraternity caught in the grip of rival groups, and to top it all, academician-turned-politician vice-chancellors whose policy is to terrify the timorous and accommodate the aggressive and whose obsessive motive is to secure yet another term if not always gubernatorial position.

Do I sound cynical? Well, come and have a closer look at it all. Watch those writings on the wall. Students accuse teachers of communalism and partiality and teachers complain of harassment and intimidation and desperately plan for retirement. Students gherao the Registrar demanding postponement of an examination and non-teaching staff is on strike asking for the re-instatement of a suspended clerk. And everyone clamours for a commission to be instituted into the wrong-doings of the vice-chancellor. Strikes, gheraos and hartals are a common spectacle. Everyone wants justice. No one has the patience to believe that he could either be wrong or the other right. It's all one long tale of mistrust and tension, chaos and confusion, and fear and violence.

Causes of Unrest

Let's probe a bit into the causes of unrest and discontent that so largely prevail in our 'groves of acadme'. Imagine the plight of a student who walks into the library with the fond hope of consulting some books and journals but finds himself left high and dry because the whole thing is in utter chaos with none to help him as there seems to be none who seems to know which volume is where or when it is by some miracle found, he

discovers that the chapters or articles he needs have already been ruthlessly pillaged! And, presuming he is lucky enough to find what he needs, imagine his disappointment when he finds the xeroxing machine in the university is out of order, as more often than not it is!! With what heart can we blame the student if he is convinced that his trips to the library are a mere exercise in futility and thus develops an aversion for it and is driven to falling back upon bazar guides and becomes a victim of what once Professor S. Nagarajan described as 'kurji culture'? Further, think of his total frustration when he finds that his university does not have even a bookstall on the campus though its vice-chancellor is never tired of trumpeting to the world time and again that one of his major achievements during his tenure is the establishment of a network of computers or the creation of a posh swimming pool or opening of some new departments which offer 'job oriented' courses (as if the rest of the courses are not for job-seekers) even while he has been callously indifferent to the development of several old departments which have been languishing for want of enough staff and infrastructure. And the student's cup of misery is full and his disillusionment complete when he discovers that his other creature comforts like transport, hostel and canteen facilities are equally miserable and the teachers and university authorities are too busy with their own routine affairs to bestow any attention on them.

Intellectual Cream

Let's now turn our attention to our teachers, the so-called intellectual cream of a university set up. They, alas, are an unhappy lot. Strangely enough, not one of them seems to be happy. A teacher may be unhappy because he is obsessed with the belief that his colleagues above him may be happy though they according to him are inferior in scholarship, or that his colleagues below him may be unhappy that he may be happy, and almost all of them are unhappy because they imagine that they are always tyrannized over by their Head, and the Head himself is unhappy that all his colleagues think that he alone is happy, whereas in reality he is unhappy because he thinks that he gets no willing co-operation from his colleagues in running the department and also because he believes that he is being constantly ill-treated by his vice-chancellor. It's wrong – nay, foolish – to believe that these teachers are all of them angels pure and

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unsullied. Most of them, even when their scholarship may be unquestionable, are mean and intolerant, jealous and vainglorious, and crafty and crooked. It's – yes, let me not hesitate to assert it – as human beings that they fail. That I am not guilty of exaggeration in making these observations is borne out by the fact that some of our teachers have been found guilty of such heinous crimes as intercepting their rivals' mail, authoring anonymous letters and forgery resulting in imprisonment, upsetting seminars and conferences by epistolarily threatening the prospective participants with dire consequences, and even engineering physical assaults on their enemy-colleagues. Teachers constitute a vital part of a university organisation. They ought to be models to students, men not only of sound intellectual status but of unassailable ethical integrity. As a corollary, unscrupulous and unhappy teachers form a positive threat to the health of a university. But what is the reality that obtains today? It's just the polar opposite of the ideal. It's indeed a pity that the situation is never given a serious thought to either by university authorities or the authorities which

fund the functioning of these seats of higher learning in the country.

The Way Out?

Students should be provided with good counselling, orientation courses and library facilities and they must be made to realise that whereas there is no short cut to success, excellence in studies can ensure employment opportunities for them. Good teachers should not be allowed to stagnate and languish in frustration even as the bad ones must be made to feel that they can somehow survive and even prosper just because they happen to be in public sector. Not least importantly, there should be adequate and effective checks on the autocratic behaviour of vice-chancellors who must be asked to step down if they trample underneath their feet the right and welfare of students, teachers as well as non-teaching employees.

Now, the question of questions is : Where is the Hercules to clean these Augean Stables ?

Humanisation of Education

(Contd. from page 1)

Students know that degrees could be bought, and jobs depend on pedigree and not on degrees. Teachers who follow the industrial labour culture to secure their rights are no longer their models. Their mentors are politicians.

Managements find education a fertile and respectable field for investment to get fat dividends. They don't hesitate to sacrifice anything to achieve their business ends. Thus the different sections are kept in water-tight compartments with no heart to heart attachment. Self-aggrandisement and not self-abnegation is their 'motto'. This attitude on their part is due to the absence of value-based education; education has now come to mean in our country "training in self-seeking".

Under the semester system with internal assessment teachers had some influence over their students. It provided for frequent contacts which promoted better understanding between the teacher and the taught. This had a humanising influence and to a great extent, removed the friction between them and ensured campus peace. The co-curricular activities like sports and games, literary associations and debating clubs, NSS, NAEP and NCC organised effectively, will foster and nurture humane qualities in our youth. Balanced education is the need of the hour.

Our educational institutions particularly universities have to develop a sensitivity to their surroundings and to inculcate among their students and teachers a real consciousness of the conditions and problems that exist in the neighbourhood. Unless they become fully aware of the circumstances in which people around them live, they may become alienated from social realities and develop attitudes of mind which are not likely to make them useful citizens of India.

Education should develop that is distinctly human in the individual, if it is to become meaningful. To make it purposeful, our call should be "decentralise, debureaucratise, simplify, rationalise and above all humanise education". Humanisation of education, that is education with a human face or education with concern for the trio – teacher, taught, and management – connected with education presupposes, among other things, selective admission, ample facilities to study through distance education, autonomous colleges, better teacher-student ratio, a value-based balanced education with a vocational slant imparting training in marketable skills, semester system with internal assessment, a better standard of student services – curricular and co-curricular, liberal means cum loan scholarship, dedicated teachers and enlightened management.

Shall We Return Valued Answer Books to Examinees ?

Madan Mohan*

The efficient administration of university examinations has been on the decline for quite sometime. The very credibility of the university examination system is at stake.

Sometime back the Delhi University Teachers Association (DUTA) discussed the matter at a convention on Examination Reforms held at Delhi recently. One important point that was made at the convention, and which found favour with a majority of the delegates, pertained to returning of evaluated answer books of various examinations to the candidate concerned, in each case. Though it found acceptance/endorsement by many, there was no detailed discussion on the implications of introducing such a reform. However, it was felt that this reform would be a panacea for all the ills and evils of evaluation processes i.e. error free coding/decoding of Roll Nos. on the answer books, before and after evaluation, fair and just evaluation, etc. It was also agreed that if this was done, there was no need to continue with the system of revaluation of scripts after declaration of results, which took tremendous time to complete and had developed its own problems including the problem of (alleged) 'revaluation for a price'.

While theoretically the proposed reform is an ideal one, and I am also of the view that the same may be adopted, particularly when it has been initiated by the teachers themselves, it would be only proper that before doing so, its implications are properly understood and thoroughly discussed.

Unfortunately in the past the Delhi University has been taking decisions on some important matters without proper planning and preparation, and then retracing steps to withdraw these decisions, leaving in lurch those for whom these decisions operated during the transition period.

1. In mid-sixties, the University took the decision to reserve some percentage of marks in each subject/paper at the first degree level, to be awarded on the basis of performance at tutorials/preceptorials, etc. and to combine the same with the marks obtained in the respective subject/paper at

the university examination. But before this decision could be put into operation, the University modified it to say that the internal assessment marks based on tutorials/preceptorials, as reported by the Principals of colleges will not form part of the performance at the university examination, but the same will be shown separately in the statements of marks to be issued to the candidates, showing their performance at the university examination. This was done for a year or two, and the University then decided to return to the original position of not giving any weightage to the performance at tutorials and preceptorials, with the result that in some institutions the tutorials/preceptorials are not being held, or are being held partially, or not being seriously taken both by the students and teachers.

2. Similarly, the University introduced grading system of evaluation at the postgraduate level, sometime in 1976. The operation of grading system did give rise to many problems. But instead of taking cudgels with the problems thus raised, the University decided to scrap the grading system and to return to the numerical system of evaluation. For those already governed by the grading system during the transition period, some numerical equivalents of different stages in grading system were academically evolved, which varied from subject to subject, and there was much confusion about the same, so that the affected students greatly suffered on this account in the award of research scholarships/fellowships and in the job market in comparison with those who were originally evaluated in numerical system in other universities/institutions.
3. Take the case of the decision to combine the marks obtained in the subsidiary subjects with the marks obtained in the main subject, in the case of Science Honours Courses Examinations, for purposes of classification of successful candidates into Divisions - I Div., II Div., III Div. The decision taken hardly operated for a year or two, and the same had to be withdrawn, since this resulted in candidates securing high marks in subsidiary subjects, being ranked higher than those securing high marks in the main subject. The whole exercise was then termed as 'un-academic'.

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4. Again, the University introduced the semester system of teaching and examination in quite a few subjects, at the postgraduate level. The scheme operated for two or three years and then many departments withdrew from the same. The departments which are continuing with the semester scheme have their own problems. Firstly, the I and III Semester Examinations have to be held very much behind the schedule in view of the disturbed conditions prevailing in the first half of the academic year due to elections to DUTA, Academic Council, Executive Council and the Delhi University Students Union etc., Secondly, the result of the previous semester examination is declared only a few days before the start of the examination of the next semester.

To the protagonists of the reform of returning evaluated scripts to the examinees after announcement of results, I would sound a note of caution. It is necessary to address ourselves to, and find solutions of, the following implications (questions) of the proposed reform, before it is actually accepted and put into operation :

1. a) Will it be desirable to continue with the present system of marking scripts with fictitious roll numbers before referring the same to examiners for evaluation.
- b) Will it be fair to ask the examiners to put their signatures on the answers books in token of having evaluated the same, and thus disclose their identity to the students whose scripts they had evaluated?
- c) With the mass of answer books to be returned to individual candidates, will it be possible to evolve a mistake-free system of distribution of scripts to examinees either through colleges or directly to them?
- d) How will the candidates be compensated in case of a missing/misplaced answer book, to his/her satisfaction?
- e) What will be the *modus operandi* of such a distribution in respect of External Candidates, Non-Collegiate Women Candidates and the students belonging to the School of Correspondence Courses and Continuing Education in Delhi, outside Delhi (in India) and abroad?

- f) In the event of an examinee not being satisfied with the marks awarded, there has to be some machinery to redress his/her grievance. Such a machinery could be in the form of other teachers or some members of the department, being appointed to re-judge the answer book. Will such an arrangement not give rise to allegations/ controversies of inter-personal nature, within the members of the department?
- g) Once the marks awarded by the examiner get raised in a few cases, will the reputation of the teacher not be adversely affected? In other words, the concerned teacher being subjected to an open examination of the evaluation done by him/her, will many teachers be available to act as examiners under this constraint?
- h) What will be the method to ensure that for the period an evaluated answer book remains in the custody of the candidate, there will be no unfair means used by him/her of adding to or deleting the answers or parts thereof, previously written, or of writing fresh answers and then claiming that the same had not been evaluated during the original valuation.

Satisfactory answers to all these questions have to be found and accordingly required safeguards provided, before the proposed reform is adopted and put into operation. It is hoped that the University of Delhi will not falter yet once again by taking a hasty decision and its faculties and departments will address themselves to these questions which require a very serious consideration.

TO OUR READERS

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communications should, however, be brief and to the point.

ACADEMIC STAFF ORIENTATION : EXERCISE IN FUTILITY ?

P. Ramanujam*

Speaking at the valedictory function of the 21st Orientation Course at the Academic Staff College, Andhra University, Visakhapatnam, Dr. K. S. Chalam, Director of the Academic Staff College, said : "Many of the Academic Staff Colleges in the north are not functioning properly and the UGC has already closed down some of them. Only those in the south are functioning satisfactorily". It is a significant statement coming as it does from the Director of an Academic Staff College. And when I heard it as a participant in the 21st Orientation Course at the Academic Staff College, Andhra University, I sat up. It raised several questions in my mind. Why is it that the Academic Staff Orientation Scheme (ASOS) is not a success considering that the UGC adopted it after extensive preparation spending large amounts of money on it and is said to have entrusted it to able hands? Hasn't the UGC provided for efficient monitoring of the Academic Staff Colleges to ensure their effective functioning ? How far is the Director's claim, namely, that the Academic Staff Colleges in the south are functioning satisfactorily, valid?

I cannot answer the first two questions, but the third is within the realm of my experience. I cannot, of course, talk about all the Academic Staff Colleges in the south, but I certainly know how the Academic Staff College at the Andhra University, Visakhapatnam, functions. I can, therefore, partially answer the third question with reference to the 21st Orientation Course I participated in at the Academic Staff College, Visakhapatnam. Before that, let me briefly explain the origin and objectives of the ASOS.

Origin and Objectives

The need for faculty development in higher education has been emphasised by various education commissions since 1949, and the UGC has tried out a number of schemes like summer institutes, faculty improvement programmes, seminars, and workshops to help college and university teachers in updating their knowledge and putting familiar with the latest trends in their disciplines. These programmes were, no doubt, useful to the teachers in their professional development, but they did not bring about any significant improvement in the quality of teaching. One reason for their inadequate impact could be that not all the teachers were able to

participate in these programmes. Secondly, these programmes were "organised without any long range objectives and without any coordination among them" (K.S. Chalam, 1991 : 44). The third and perhaps the most important reason is that the focus of these programmes was on academic staff development to the almost exclusion of pedagogical staff development. If a staff development programme is to be purposeful and effective, it should be comprehensive and systematic with the focus on pedagogical development, and every college/university teacher should have the opportunity to participate in it.

With this intention, perhaps, the UGC decided in 1987 to set up 50 Academic Staff Colleges. The UGC is responsible for planning, organization, implementation, monitoring, and periodical evaluation of the ASOS. The Academic Staff Colleges offer two types of courses – Orientation Courses for newly appointed college and university teachers and Refresher Courses for teachers with more than five years' service.

The objectives that the UGC has set up for the Orientation Course are impressive and ambitious. We are assured that the Orientation Course will enable the participants to :

- (a) understand the significance of education and the linkages between education and the socio-economic and cultural developments;
- (b) understand the role of a college/university in the national goal of achieving a secular and egalitarian society;
- (c) improve his teaching skills and update his knowledge of his subject; and
- (d) utilize the opportunities for development of his personality, initiative, and creativity.

The Orientation Course has the following four components :

- (1) Awareness of the linkages between society, environment, development and education.
- (2) Foundations of education, Indian education system and pedagogy.
- (3) Subject upgradation.
- (4) Management and Personality Development.

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Against this background, let us now look at how the Orientation Course is given at the Academic Staff College, Andhra University, Visakhapatnam.

Content and Presentation

The subjects dealt with in the Orientation Course are the ones suggested/approved by the UGC and there is little doubt about their appropriateness and relevance. Topics such as secularism, status of women, environmental education, unemployment, urbanisation, rural development, value-based education, and science and society will help the teacher to be aware of the linkages between society, environment, development and education. Topics such as teaching methods, classroom techniques, evaluation, objectives, organization and problems of higher education, sociology of education, economics of education, communication skills, management techniques and writing skills will give him an insight into the teaching-learning process and impress upon him his own special responsibilities as a teacher. But I wonder if the UGC is naive enough to imagine that a mere hearing of lectures on the above subjects will orient the new entrants to the profession to the extent of fulfilling its ambitious objectives.

Let me explain my point. There are lectures on most of the above topics at the Academic Staff College, Andhra University, but, except for a couple of them which are unexceptionably brilliant and provide for discussion, they are all lectures pure and simple with little scope or time for discussion. Most of the lectures are sermons and the speakers preach as though the participants were infidels who have to be converted to their faith! Needless to say that this uncalled for religious attitude produces amusement at best and boredom and monotony (imagine listening to sermons for four weeks!) at worst. On the very first day of the 21st Orientation Course, I was faithless enough to interrupt one of those fervid sermons with a couple of questions. Lo and behold, the preacher called down curses from heaven! And there are sermons and sermons: while some of the sermons are well-prepared and well-structured and neatly delivered with the zeal and fervour of the preachers, however, producing a comic effect, most of them are apparently unprepared with all the accompanying harm and produce only a soporific effect on the participants. It should be possible to achieve group sleeping with less expenditure of effort and money.

The fact of the matter is that the participants do not experience a sense of participation at all. If there are short presentations followed by discussions, preferably in small groups with each group reporting on its discussion and all the groups evaluating their respective opinions, the purpose can be better achieved. Time is a

constraint, no doubt; a thorough discussion of each topic will take about three hours. But it will ensure the teacher-trainee's active participation. On the 21st Orientation Course, we had 23 lectures which dealt with 23 topics and the duration of each lecture was an hour and a half. What was the quality of those lectures? Some of the lectures were unscheduled; some of the speakers admitted that they had come without preparation; for some of the speakers communication through English was a formidable task; one of the speakers spent about half-an-hour of the lecture time in impressing upon the participants that he was no ordinary speaker; and there were no handouts for any of the lectures. All this, I think, happened because the Academic Staff College had set for itself a task which it did not have the resourcefulness to carry out. In future at least, instead of 23 topics, they can have 12 or 15 and make adequate preparations for them. Handouts can be distributed before each lecture, and after a lecture, there can be discussions in groups on the various specific issues raised in the lecture. Each group can then present its report and there can be a general discussion where all the loose ends can be tied up. The point is that there should be a shift in emphasis from knowledge-content to skills development through specific tasks and activities; orientation cannot be achieved through a 'top-down transmission of information'.

Microteaching

To fulfil the UGC's objective of improving the teaching skills of the new entrants to the profession, the Academic Staff College has included microteaching in the Orientation Course syllabus. Each participant is to give an eight-minute lecture. The lecture is video-recorded. The teacher then views, along with an expert, his own teaching on video and makes a self-assessment. The expert, too, gives his feedback to the teacher. In the second round of microteaching the teacher is expected to overcome his shortcomings – those he has noticed as well the ones pointed out by the expert.

But in practice the microteaching exercise leaves much to be desired. The Course Coordinator insists that the microteaching should be a lecture – not an interactive lecture, mind you, but a mere lecture without any two-way communication between the teacher and the students. (The students are, of course, the other participants on the Orientation Course) "We are only interested in your mannerisms", the Course Coordinator enlightened the participants in 21st Orientation Course. All the classroom factors are thus scrupulously eliminated and what the teacher should worry about in his microteaching is foot movements, facial expressions and gestures! There are certain taboos, too. Putting hands in pockets is one – even if you put your hand in your own pocket!

As can be imagined, the microteaching turns out to be a mockery of actual classroom teaching owing to the unfavourable conditions created for the unfortunate teacher. When the teaching is not real, when it takes place in a situation where basic classroom conditions do not exist, can any purpose be served by assessing it? What is the value of such an assessment? Can the teacher-trainee rely on it for improving his teaching?

The review of the microteachings, therefore, inevitably becomes an exercise in futility. The teacher is given a questionnaire with a 4-point rating scale for self-assessment. It focusses on different aspects of classroom teaching some of which cannot be present in the microteaching owing to the absence of classroom-like situation. Let us take a look at some of the items in the self-assessment questionnaire :

3. Teaching techniques appropriate to the student.
8. Students' active participation in learning.
9. Teacher questions at proper level.
10. Students free to raise doubts/ask questions.
11. Communication effective.
14. Students' interest sustained.
15. Assessment of student attainment in relation to aims appropriate.

These are some of the criteria for the participant to assess his own teaching ! What could be the reason for this mismatch between the microteaching procedures and the evaluation norms? Could it be that the self-assessment norms were prescribed by the UGC/the academics who formulated the ASOS and they are common to all the Academic Staff Colleges, while the microteaching has been localised by the Academic Staff College, Andhra University?

If the self-assessment is unreliable, the reviewer's feedback is not of much value as it only seeks to assess "mannerisms". Even if it occasionally touches upon the teaching techniques employed by the teacher, it does so with considerable amount of jocosity. A revealing feedback is the reviewer's comment on my first microteaching : "Your accent is too Californian" ! I felt flattered, of course, but was unable to read the riddle. More revealing is the feedback on my second microteaching. The lesson was meant for students of literature at the B.A. level and I had used words such as German, French, and Latin in my lecture. The reviewer's comment was: "You should have written the words 'German', 'French', and 'Latin' on the blackboards" !

Subject Upgradation

Participants are attached to their respective departments in the university for a week to enable them to update their knowledge of their subjects. The Course Coordinator obtains from the participants the topics on which they need clarifications/lectures and sends the topics to the university departments in advance, and the departments are to make the necessary arrangements.

Some of the university departments are too busy to devote time to subject upgradation and so those participants are sent to the library to 'upgrade' themselves. In my batch some of the participants complained that the professors ignored the topics of the participants' choice and gave lectures on the topics they themselves had chosen. And if a bored participant does not turn up for the next day's lecture, isn't it good riddance?

Seminars

Each participant is to give a seminar for about 45 minutes. In the Academic Staff College, Andhra University, the afternoons are devoted to seminars.

In practice, this again is reduced to a mere formality; in fact, no other aspect of the Orientation Course is so perfunctorily organized as this. The seminars are given to a mixed group of participants from different disciplines and they produce a singularly somnolent effect. Nothing can be more favourable for an afternoon nap for an English teacher than hearing the droning of a Chemistry lecturer on his subject. What else can he do when the seminar is beyond his comprehension? The reposeful seminar sessions are generally unmonitored; neither the Course Coordinator nor any other faculty member of the Academic Staff College sits through the sessions. Needless to say that it has its own adverse consequences.

Evaluation of Participants' Performance

The participants' performance in the Orientation Course is evaluated by the Academic Staff College officials. The question that nags me here is how they do it at the Academic Staff College, Andhra University. Let me explain. The assessment cannot be based on the participants' weekly reports; weekly reports are more often than not multiplication of a single effort. The video-recorded microteaching alone cannot be the basis either because it is only one aspect of the Orientation Course. (Incidentally, the quality of the recording is such that it is difficult for you to hear your own voice when it is played back.) For the assessment to be foolproof, therefore, either the Course Coordinator or a faculty member of the Academic Staff College should be present in each session. But, unfortunately, this does not take place. Neither the Course Coordinator nor any faculty member of the Academic Staff College sits

through any single session. One of them is present, of course, at the commencement of each session, but he/she soon leaves the seminar hall and reappears only at the conclusion of the session or at the commencement of the following session to introduce the next speaker. When the Course Coordinator/faculty member is absent from the seminar hall for the greater part of the session, how is he/she competent to assess the participants' performance? (I agree that it is difficult to sit through the seminars, but how else can the participants' performance be assessed?) It is a question of credibility; the evaluation procedures do not appear to be reliable.

I agree that there are constraints. The Academic Staff College officials may be engaged in some other work either for additional remuneration or because it is unavoidable and hence they may not be able to devote to the Orientation Course as much attention as it demands. On the 21st Orientation Course, for instance, the Course Coordinator and the faculty members of the Academic Staff College were engaged in the AUCET (Andhra University Common Entrance Test) work. For the Course Coordinator, again, the work at the Academic Staff College was an additional responsibility. There

may always be some constraint or other. But the problems have to be overcome somehow. Otherwise, evaluation of the participants' performance will continue to appear unreliable.

Conclusion

Let me return to the question I raised in the first paragraph: Is the Director's claim valid? I hope that the above analysis has answered the question. I must add here that the foregoing is an attempt not to find fault with the Academic Staff College, Andhra University, Visakhapatnam, but to offer an honest feedback on their Orientation Course which I owe to the Academic Staff College as well as to my fellow-lecturers. There is no mincing of matters at the same time: the Orientation Course given at the Academic Staff College, Andhra University, does not seek to fulfil its ambitious objectives.

References

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CALENDAR OF EVENTS

Proposed Date of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary/ Officer to be contacted
May 25-27, 1993	Sixth Annual Conference of the All India Association for Educational Research	Theme: Research in Educational Management	All India Association for Educational Research in collaboration with St. Ann's College of Edu- cation, Mangalore	Dr (Sister) Lydia Fernandes A.C., Principal, St. Ann's College of Education, Mangalore
1st Week of June, 1993	Annual Conference of Indian Academy for Instructional Planning	Theme : Instructional Planning - an educational rethinking	Pravara Rural College of Education, Pravaranagar, Dist. Ahmednagar	Dr. P.L. Kirtare Secretary, IAIIP, BEd. College Loni (Pravaranagar) Dist. Ahmednagar-413712
December 14-16, 1993	1993 Annual Conference of the Society for Research into Higher Education	Theme: Governments and the Higher Education Curriculum: Evolving Partnerships	Society for Research into Higher Education, London	Prof. Tony Dachtel, EDB, University of Sussex, Falmer, Brighton BN1 9RG

Political Domination Over Time & Space

Prof. Upendra Baxi, Vice Chancellor, University of Delhi, delivered the Valedictory Address to graduating students of the Centre for Environmental Planning and Technology, Ahmedabad. We are pleased to publish the text of Prof. Baxi's highly perceptive address for the benefit of our readers.

It is a matter of very great honour to be invited to join on this privileged occasion of valediction. The Centre for Environmental Planning and Technology (CEPT), and especially the Schools of Architecture and Planning, have earned not merely a just renown for academic excellence but have contributed with innovative richness to new conceptions of social space and of plenitude of choice in conceptions of social and cultural well being. I stand before you with great humility and want to say as a citizen of India and of the world: "Thank you for being what you are" and to express a hope that in a world of increasing nihilism you would persevere to testify to enduring values.

Being a conscientious objector to convocation ceremonies – your renaming it as valedictory occasion helps somewhat – I shall not rise to the occasion and deliver what is called a "convocation address": I leave to a future anthropologist of academic rituals to decide on the status of this deviance; but I cannot repress the expectation that a connoisseur of diversity may have the luxury of a footnote acknowledgment of the genre of anti-convocation "convocation address" in India.

At this juncture of contemporary Indian history, cruel in its silhouette, you would, I hope allow me on this

otherwise happy occasion to reflect on how time and space have come increasingly under domination of practices of politics. It is well known that both time and space have been deployed as resources for politics in human history, with benign as well as diabolic reasons and results. Time and space are also sources of power in civil society.

In Indian politics today, a mythical time has been reappropriated in a will to power to repudiate the core values of constitutionally envisioned Indian future. In a fantastic inversion of the modern logic of minority rights, the majority in India seems to claim the same hegemonic temporality accorded to minorities. Put another way, the reason why we give minority communities certain basic rights is that they can preserve their cultural identity against the possible tyranny of majority by being able to reinvent their past. They can tell their stories about their past in a quest for an appropriately democratic, pluralistic political present and political future. The minority rights are narrative rights *par excellence*: the rights to tell their own stories against the metanarrative of majority traditions. When majorities claim isomorphic narrative rights – to reinvent their pasts – the logic of minority rights is threatened with

annihilation. The differentiation in hegemonic temporalities – of majority and minorities – is interrupted with cataclysmic consequences which we now witness in India today.

But it is the conquest over space in the practice of politics which might prove even more catastrophic than the attempted overcoming of time. The event on December 6 – and the events thereafter – enact a new political semiotic of space. On December 6 the sacred/desacralized space in Ayodhya engulfs the space of the Indian Nation-State. A political formation proclaims its sovereignty investing itself with the power and legitimacy of a millennia old tradition, carefully divested of its exuberant tolerance and celebrated syncretism. In Bombay, Ahmedabad and Surat, bodies of hapless Indian citizens become the space of politics, and their habitats – niches of survival for impoverished Indians – are made into *res nullius*, a no-man's land, where the first colonizer may raise his black banner of appropriation. Urban social space is thus made 'available' through gross violation of human rights, through coerced mass exodus creating a massive phenomenon of refugees in India.

Politics emerges now in India as the art and science of creation and occupation of space. A new form of power emerges: power of pure desire, acknowledging no normativity, no constraint, no restraint. In earlier time, we named this process colonization and rebelled against it.

Today, even as politics of sacred sites threatens brutal assimilation of social spaces into political estates of

a few, we seem to lack an adequate basis to interrogate spatial practices of politics. Our conceptions are too ridden by notions of time to enable us to fashion strategies to combat this new politics of space.

As practitioners of architecture, planning, and as environmental designers, the merging semiotics of politics of spaces should be of some concern and interest to you.

The time and space of contemporary Indian politics can be best summed up, in Deluze and Guattari's evocative phrase, as the paradox of 'deterritorialization' and 'reterritorialization' of social space. They saw in this twining the movement of late capitalism. If we accept the hypothesis that a prime function of a capitalist state is to site dominant power over space in the control of bourgeoisie and to disempower potential spaces of oppositional control, the tragic theatres of carnage in Bombay and Surat, among others, become easy of decipherment. So does the phenomenon of what I have called the absentee state.

The enlargement of political space, and shrinking of social space, represents then the dialectic of empowerment and disempowerment. If space is a site of domination, it is not by the same token a site of struggle.

We must not only focus on Indian practices of politics ignoring the globalization dimension. Integration with global economy entails loss of national control over national, regional and local spaces. There used to be a time when "think globally, act locally" was summoning slogan. But now the 'local' is fast becoming a ghetto of the global.

You have just to ponder the growth of shopping arcades in Ahmedabad. Even a more striking illustration is "furnished by a town called Por, on the way from Surat to Ahmedabad. In the eighties, I used to frequent Por during my rejuvenating sojourn as a Vice-Chancellor of South Gujarat University. I found Por as a bucolic resting place, resilient with virtues of diversity that is Gujarat. Now, all this is transformed beyond recognition; side by side with the dhaba foodstalls is the growing junkyard of multinational products, canned fruit juices, coke tins, smuggled electronic goods and the rest. The Por space is colonized with vengeance; and the life-styles of its denizens irrevocably determined forever by the forces of globalization.

Globalization of local spaces signifies the march of triumphant late capitalism which envisions the world bereft of pulsating plurality and enchanting diversity. It signifies a shrunken vision of the world where human beings are conceived of as ultimate consumers – receptacles of dumping practices of a globalizing/ghettoizing world economy. It signifies a world reducible to the world of Gremlins : occasionally movie-makers capture the becoming of the world with rare insight. Globalization/ghettoization signify a world without alternatives, a shrinking space of the world conceived as a sordid chain of supermarkets, shopping malls and arcades.

It is against this twin forces of ethnic practices of politics and the rampant march of late capitalism that Henri Lefebure's statement should give us wherewithal for people's struggle. He said :

"Today, more than ever, the class struggle is inscribed in space. Indeed, it is that struggle alone which prevents abstract space from taking over the whole planet and papering over all differences. Only the class struggle has the capacity to differentiate, to generate differences which are not intrinsic to economic growth.... that is to say, differences which are not either induced by or acceptable to that growth."

It is this struggle to which the Faculty and the Graduates of the Centre for Environmental Planning and Technology stand, among others, summoned to.

In 1850, a man called Karl Marx wrote that the classical saint of Christianity mortified his body to redeem the soul of the masses whereas the modern educated saint mortifies the body of the masses to redeem his own soul.

Shall we not, when it comes to choosing the models of saintliness, make the sage Marx our unerring guide?

I very much hope that the Graduates of the School, marching in India and the world of today and tomorrow, will repudiate the model of educated saints.

I wish you in a darkening landscape a journey into recovery of pluralistic and multitudinous space, where practices of knowledge will command the potency to shape and tame the practices of power. Let us move forward with a commitment which makes men and women of learning and knowledge not the slaves but the shapers of political contingency.

Genetics, Health and Disease

The Department of the Human Biology and Human Genetics of Guru Nanak Dev University recently organised the Second International Symposium on Genetics, Health and Disease at Amritsar. Inaugurating the Symposium Mr. Surendra Nath, Governor of Punjab said, "Genetics underlines the presence of remarkable basic uniformity and equality amongst all organisms at the level of DNA or going down to the level of nucleotide sequences. The researchers in the field of genetics have significantly contributed to the understanding and identification of the disease prevalence, susceptibility to it and the inheritance, working towards betterment of suffering humanity."

Referring to the theme of the Symposium – focusing on prenatal diagnosis – Mr. Nath said that this area was of immense significance for a country like India, where the conservative estimates indicated that 300,000 children afflicted from chromosomal disorders were born every year. The treatment, prevention and diagnosis of most of the genetic disorders was dependent upon precise and specialized genetic analyses and so were the antenatal diagnosis of these disorders. He complimented the Guru Nanak Dev University for taking a lead in establishing a Centre for Genetic Disorders – the first of its kind in India – where such facilities had been created. However, he added, that nature, number and variety of discoveries taking place in the field of human genetics were mind boggling and their implications to the society were highly imperative – though at times frightening.

The Governor said that this unique branch of Science which was yet to celebrate its formal birth centenary had come to play significant role in virtually all biological disciplines

and how its scientific discoveries combined with careful experimental observations were going to revolutionize the whole health care system.

In his keynote address on "Judging the Unborn", Dr. J.H. Edwards of the Department of Biochemistry, Oxford University, England said it was now possible to make diagnosis of the foetus well before birth in order to avoid the development of disease after birth through causing death to precede birth. This was not prevention and was best termed avoidance, he said.

In severe conditions such as thalasaemia, muscular dystrophy and Down's syndrome in which treatment was either not curative or impossible the procedure was widely practised. In most countries in which it was available most women at risk for such severe and incurable conditions welcome the abortion of such children with the expectation of replacement. In the Oxford, an area with a 2.5 million population, some 2000 tests a year are carried out and these require over 20 scientific staff for the efficient operation as well as clinical and advisory staff and good ultrasound equipment. Correct advice required information on risk and reliability. In disorders which develop after birth the prospect of treatment becoming available in time must be mentioned, Dr Edward added.

Prof. Gurdip Singh Randhawa, Vice-Chancellor, in his welcome address, suggested the application of latest research in genetic engineering. It should be applied to animals and plants in Punjab with the help of World Health Organization (WHO) and wished it should be taken up at the Government level. Such re-

search would be able to help to produce better human life.

Detailing the objectives of the symposium Dr. Jai Rup Singh said this international gathering of Indian and foreign genetic scientists would provide an excellent platform for interaction between medical genetics, clinicians, Molecular Geneticists and Human Geneticists. He said that the main thrust of the symposium would be on possibilities of diagnosing genetic disorders even before the fertilized egg got implanted in the uterus; recent techniques of foetal blood sampling and prenatal diagnosis; genetic causes of cancer involving ovaries, breast, childhood cancer; utilization of DNA finger printing; genetics of mental retardation and neurological disorders; genetics of sex-determination; utilization of computers in the diagnosis of genetic disorders; genetic consequences of Chernobyl nuclear accident.

The symposium was divided into three plenary sessions and eight scientific sessions. Dr. U. Mittwoch of University of London (U.K.) spoke on "Developmental Effects of Autosomal and Sex Chromosomal Aneuploidies" while Prof. Ayne S. of France presented his paper on "Computerized Diagnostic Approach of Genetic Syndromes; Performances and Limits". These sessions were presided over by Prof. T. Kadotani (Japan) and Prof. U. Wolf (Germany) respectively.

Some internationally famous firms displayed their latest equipments for use in genetical studies in an exhibition arranged on this occasion at Bhai Gurdas Library.

Over 250 delegates from India, and 30 foreign countries participated in the Symposium.

College Principals Meet

The Indian Colleges Forum (ICF) organised under the auspices of the Society for Education and Economic Development (SEED), a two-day National Conference of Principals of Colleges at Delhi recently. The programme was inaugurated by Prof. Amrik Singh, former Secretary, Association of Indian Universities. Prof. Singh welcomed the formation of ICF and said this forum should address the problems of excellence in higher education. He opined that funding of colleges and universities should be based on unit cost analysis, and said the flexibility and dynamism should be hallmark of collegiate management.

Prof K. B. Powar, Secretary General, AIU, also welcomed the foundation of a common platform for Principals of colleges. He said a good number of problems of colleges were internal management oriented and specific to a state situation. He suggested that forum should address the problems which were common to the development of colleges in India. Prof. G. D. Sharma, President of Society for Education and Economic Development, presided over the conference.

Indian Colleges Forum has been set up under the auspices of the Society for Education and Economic Development (a Delhi based All-India Society).

The important themes on which the conference deliberated were State Grants to Colleges; Students Fees; Efficiency in use of resources and Funding by UGC. A number of thought provoking papers had also been circulated which clearly brought out the major concerns and issues of the day.

Principals also discussed reforms aimed at improvement of quality of collegiate education under the heads (1) Academic Calendar, (2) Examination System, (3) Faculty Development, and (4) Curriculum development.

Towards the end of the conference Prof. G. Rama Reddy, Chairman, UGC in his special address to the delegates welcomed the constitution of a common forum for Principals of colleges in India and congratulated the organisers for conceiving such a forum. He said there should be close relationship between responsibilities assigned to Principals and powers delegated to them. He stressed that in order to introduce reforms in quality of collegiate education, colleges should have freedom and autonomy. He suggested that colleges should introduce relevant courses of studies.

About 70 college Principals drawn from various parts of the country and several eminent educationists participated in the conference.

Varsity-Industry Ties

The University Grants Commission (UGC) and the Punjab, Haryana and Delhi Chamber of Commerce and Industry (PHDCCI) are reported to have agreed to forge linkages for greater interaction between universities, industry and R&D organisations with a view to pooling, sharing and optimising use of the available resources.

Under the proposed programme, the feasibility of development of indigenous technology appropriate to the national priorities would be explored.

Addressing a meeting sponsored by the PHDCCI, the UGC chairman, Prof. G. Ram Reddy, said a strategy should be evolved to improve efficiency of investment and for monitoring schemes in terms of outcomes rather than inputs.

Prof. Reddy remarked that universities and professional institutions should interact more actively with the outside world. Similarly, industries would have to build up confidence in the capability of universities and institutions and interact with them of mutual benefit.

He said it should be recognised that the academic world, industries and R&D establishments together held the key to technology development in many of the core sectors.

State of Punjab Economy

A three-day UGC sponsored National Seminar on "Punjab Economy—Performance and Potentials" was recently organised by the Punjab School of Economics, Guru Nanak Dev University. The participant Economists from different states of India underlined the need for restructuring the economy of Punjab after a decade of trouble and turmoil. They suggested certain broad conclusions and policy implications to improve the economy of the state.

Over 50 papers on various aspects of Punjab economy like structural transformation, agriculture and allied areas, industrial performance and policies, state and industrial development, infrastructural development, state finances and other aspects including population, migration, unemployment and poverty were presented in this seminar.

After detailed deliberations the following recommendations were made :

(1) As there is less scope for raising agricultural production, agriculture should be diversified towards more remunerative crops, oilseeds, poultry and dairy, etc.

(2) Education in the state be made more job-oriented so as to encourage self-employment of the youth.

(3) Instead of raising food subsidies, agricultural subsidies be continued as these play an important role in raising production and checking the rise in foodgrain prices. However, these could be rationalized in favour of small and marginal farmers.

(4) More emphasis be laid on agricultural input supplying and output using industries in the state.

A network of agro-processing units at the level of one or two adjoining blocks is not only feasible, but is also desirable for the rapid growth of the state.

(5) With the Govt. playing a minimal role under the new economic policy, cooperative and joint enterprises be encouraged to set up agro-industries at the block level and farmers be encouraged to become the shareholders.

(6) Instead of wasting the resources through IRDP and District Planning, government should provide this money as a seed capital for setting up medium industries in the rural areas.

(7) Special credit campaign be launched so that credit-deposit ratio reaches the level of 60 percent and finance does not become a hurdle in the growth of industry and trade in the state.

(8) The state government should try to mobilize more non-tax revenue by improving the financial performance of state enterprises, other administrative and social development services, etc.

Programmes in Human Resource Development

The Centre for Work Study in Educational Administration, Panjab University, proposes to organise a two-week training programme on Management of Accounts on May 17-28, 1993. The objective of the programme is to familiarise the participants with modern accounting techniques in general and computerisation of accounts in universities and educational institutions. The course contents include General Principles of Financial Management and Control in Universities and Educational Institutions, Book Keeping; Conventional, Performance and Zero-base Budgeting and Budgetary Control; Salary Accounting; Works Accounting; Cost Benefit Analysis; Maintenance and Utilisation of Grants; Stores Pur-

chase and Accounting and Computers in University Accounting, etc.

The Centre also proposes to conduct a two-week training programme for Personal Secretaries, Personal Assistants and Stenographers, etc. on May 3-14, 1993. The course contents will include - Functions and Responsibilities of PS/PA; Work Priorities; Dealing with Visitors; Handling Mail, Looking after the Office when the Boss is away; Arranging Meetings, Recording Minutes including Drafting of Agenda; Records Management; Processing Cases in Offices; Report Writing; Effective Writing Skills; Word Processing; Office Discipline and Supervisions; Morale and Motivation; Management of Change and Public Relations, etc.

Further details can be had from Shri Shital Parkash, Hony. Director, Centre for Work Study in Educational Administration, Panjab University, Chandigarh.

Emergence of Plant Biotechnology

Professor S.C. Maheshwari of the Department of Plant Molecular Biology, University of Delhi, South Campus, recently delivered a talk on the Emergence of Plant Biotechnology at the Department of Botany, Kurukshetra University under Interdisciplinary seminars programme. While detailing the history and development of Biotechnology, Professor Maheshwari emphasized on the basic research in our universities. He explained, through transparencies, how the techniques of tissue culture and molecular biology formed the foundations of any biotechnological work. Regenerating the plants from calli by Steward, raising haploids from anthers as achieved in his lab., isolation of protoplasts by Cocking at Nottingham and fusion of protoplasts by George in Germany had been successfully used for improvement of crops, he said. The recombinant DNA technology and discovery of Ti-plasmid *Agrobacterium tumefaciens* and other techniques of DNA trans-

fer and strategies like antisense-RNA, had made possible getting genetically engineered crops (rice, maize, wheat) with variously improved characters like herbicide, insect and disease-resistance, improved quality of grain proteins, removal of toxins from foodgrains, getting better unsaturated fats suited to the healthy human system, controlled ripening and storage of tomatoes and other fruits, etc. Though Biotechnology offered great promise and the society depended on it for better future economy and competitive amenities, Prof. Maheshwari cautioned that other basic research should not be ignored and due recognition and emphasis should be laid on it also.

Separation by Membrane Techniques

Professor D.V.S. Jain of the Chemistry Department of Panjab University, recently delivered a lecture on "New Separation Processes Based on Membrane Techniques" in the Department of Chemistry, Kurukshetra University. He gave an account of various types of solid and liquid membranes and their function. The usual materials used as membranes include collodion, regenerated cellulose, gel cellophane, rubber, polyvinylalcohol, polyurethane, derivatives of cellulose i.e. cellulose acetate and ethyl cellulose, etc. These membranes find application in biological medical research, biological preparation, hormones and enzymes, purification of organic solvents and sugar technology.

Students, research scholars and teachers of the department attended the lecture.

Course in Office Management

The National Institute of Small Industry Extension Training, Hyderabad, proposes to organise a programme on Modern Office Management during 12-16 July, 1993. The objective of the programme is to impart skills to enable managers to effectively and efficiently handle transition from the traditional to the automated office. This new concept

of office management. It is to improve and streamline all the activities of the enterprise so as to shape methods and procedures that are becoming increasingly efficient and effective, and simplify the work of management.

The course contents include (1) Scope and significance of office management; (2) Personnel management: Recruiting, training, motivating and promoting office personnel; (3) Application of management techniques: O & M study, work study, etc.; (4) Office systems, procedures and methods: Forms design and control, and records management; and (5) Computers in office automation.

Further enquiries may be addressed to the Registrar, NISIE, Yousafguda, Hyderabad 500 045.

Indian Academy for Instructional Planning

"Instructional Planning is a concept that has come to stay and to perform a key role in educational and planning reforms in years to come", observed Dr. G. Chaurasia while inaugurating the Indian Academy for Instructional Planning at the K.J. Somayya College of Arts, Commerce and Science, Kopergaon in Ahmednagar district of Maharashtra. Dr. Chaurasia stressed the need for making teachers aware of recent trends and inculcating skill through inservice seminars, workshops, etc. The function also marked the inauguration of the Ahmednagar District Council for Educational Administration. A symposium on Instructional Planning - Concept and Roles and also a two-day workshop of school teachers on Instructional Technology for improving science education programmes, were organized on the occasion. Mr Surendra Nath Dubey, Assistant Secretary, National Foundation for Teacher's Welfare, who presided, stressed the need for making children aware of their constitutional rights as regards compulsory free education. Prof N.K. Puri, Maharashtra State President of ALAET, analysed the role of Educational Technology both in educa-

tional administration as well as in instructional planning. Dr. R.A. Talwalkar, President of IAIP and VC, YCM Open University, Nashik and Dr S.K. Singhal, Vice-President of the Academy analyzed the role of educational objectives for proper instructional planning. The concept of instructional planning, its different facets were clarified by Dr. P.L. Kirkire, Secretary, IAIP who also coordinated the proceedings.

The functions were jointly organized in collaboration with Ahmednagar chapter of All India Association of Educational Technology (ALAET) and the Model Institute of Education and Research, Jammu.

International Women Day

The N.S.S. Unit of Kakatiya University, Warangal organised a two-day programme on the occasion of International Womens' Day. Mrs. Malladi Subbamma, a social worker and writer was the chief guest at the inaugural function while Dr. K. Jayashankar, Vice-Chancellor, Kakatiya University, delivered the valedictory address.

In her address Smt. Subbamma emphasised the need for awareness among the women. She advocated universal education of women for the smooth development of the society. She however lamented the fact that woman was more exposed to hard work and rewarded less. She detailed different problems that women had been facing since ages.

Dr. (Smt) Sonia Gupta, Reader, CIEFL, Hyderabad highlighted the atrocities inflicted on women during communal violence. She also critically exposed the exploitative nature of the fundamentalists particularly with regard to women. Prof. Vidhyavathi, Head, Department of Botany, Kakatiya University, appealed to the parents not to discourage the girls for higher education and employment in organised sector.

Dr. K. Jayashankar, in his address, appealed to women to organise themselves for the removal of discrimination against them. He

also advocated change in the value system for achieving social equality.

Prof. (Smt) Lalitha Sirdesai, who presided at the valedictory function, highlighted the need for change in the value system for smooth functioning of the society. She also appealed to men to change their outlook towards women as required at present juncture.

As part of the International Womens' Day celebrations, competitions were also conducted in Essay Writing, Elocution, Quiz, Classical and Folk Dances, Songs (Solo and Group), Short Plays, mostly related to women, Rangoli and Painting.

TMV Convocation

Mr. Sudhakar Rao Naik, the then Chief Minister of Maharashtra delivered the Convocation Address at the annual convocation of the Tilak Maharashtra Vidyapeeth (TMV) (Deemed University), Pune. Mr. Shankarrao Chavan, Chancellor of the Vidyapeeth & Union Home Minister presided. Reminding the fresh graduates of the great Indian tradition, Mr Naik stressed the need for re-establishing the noble principles of secularism, fraternity and integration and cultivation of the virtues of patriotism, scholarship and high moral character among the students.

He recalled that in the process of social upliftment of India in 1921, TMV was established with a motivation to continue Lokamanya Tilak's mission in the field of education and social work. Ever since, through relentless efforts in the field of education, TMV has made a worthy contribution in the process of social upliftment. By conducting examinations in English and Mathematics all over Maharashtra and even in its remotest corners, school-level education has been reached to the students in the rural areas, especially girls who have mostly been deprived of educational facilities so far.

In the field of higher education, with the establishment of Nehru Institute of Social Studies (NISS), various interdisciplinary courses were designed. Higher education was freed of its classroom boundaries and was literally taken to the doorsteps of the students in the rural areas when the Open Education Centre - *Mukta Vidya Kendra* (MVK) was established. "Approximately, 6,000 students, I understand, have been availing themselves of the opportunity to learn by getting enrolled for the courses offered by the MVK. Through thirteen different centres scattered all over Maharashtra the MVK has reached even the farthest regions in Marathwada, Vidarbha, Karnataka, Aurangabad, etc.", he said.

Since its inception, TMV had set an example in designing and implementing a variety of curricula. This was the only university to adopt the Marathi language efficiently both in the official protocol and as the medium of instruction. Students who successfully completed the courses of TMV in the initial stages became renowned and belonged to a noble tradition of great thinkers, leaders, journalists and scholars. Noble virtues such as patriotism, scholarship and character have been valued in this Vidyapeeth. Students of TMV have always been distinguished by industry and blotless character, Mr. Naik observed.

"This university has a great tradition of eminent students? You must take pride in the fact that dynamic leaders of the freedom and democracy movement like Swami Ramanand Teerth, R.K. Patil - a great thinker and Mahajani and T.V. Parvate, and a renowned scholar like Acharya Limaye - were all past students of this Vidyapeeth. These great personalities are symbols of patriotism, high academic excellence, blotless character and industry. We all must cherish these high moral values. Today, there is a hue and cry everywhere that we have no ideals to look up to. But we forget that our nation had a long and glorious tradition. We must always be aware of this great legacy of ours", he said.

Agricultural Officers Workshop

"Popularisation of cultivation of export oriented and high value crops like basmati rice, floriculture, species of medicines and aromatic plants and post-harvest processing of fruits and vegetables is the need of the hour today", observed Dr. Amrit Lal Chaudhry, Vice-Chancellor, Chaudhary Charan Singh Haryana Agricultural University, Hisar. Dr. Chaudhry was addressing the scientists and the officers of the State Department of Agriculture and Horticulture after inaugurating the 3-day Agricultural Officers Workshop in Hisar recently. He said that constraints in sugarcane production needed to be studied thoroughly so that the area under sugarcane cultivation and production was increased. Dr. Chaudhry said that there was need to develop sustainable farming models for different situations and livestock and all crops of agriculture and horticulture should be included. Dr. Chaudhry underlined the need for close coordination between the researchers and the extension officers of the State Department of Agriculture and said that a high powered research committee had been constituted to analyse the issues and factors hampering the research work.

Shri M.K. Miglani, Commissioner and Secretary, Department of Agriculture, Haryana, who presided over the inaugural function, said that the scientists and the Agril. Development Officers had to act for the farmers as their friend, philosopher and guide. They not only had to advise the farmers in adoption of the new technologies but had to ensure their allround welfare by playing active role in their lives. Appreciating the quality of the research work undertaken by the university scientists,

Shri Miglani said that researchers should concentrate on introducing multiple cropping system in the state. Instead of traditional system of farming, the multiple system gave higher returns, he opined. He said that alongwith the cultivation of Papaya, garlic and other medicinal crops could be grown in the same field simultaneously. Sugarcane and sunflower cropping system could be very useful and equally remunerative for the farmers.

Dr H.C. Sharma, Director (Research), in his report, disclosed that during the preceding kharif season, the university produced 300 quintals of breeder and 1050 quintals of foundation seeds of different crops. Besides 30000 quintals of disease free sugarcane sets were produced and supplied to the sugar mills of the state for onward distribution among the desirous farmers.

Dr. A.S. Faroda, Director, Extension Education, welcomed the participants and the guests. Around 250 Agricultural Development Officers of the state, besides the university scientists participated in the workshop. The participants deliberated on the problems of dissemination of the new technology and finalised the new strategy for adoption in the coming kharif crops.

Media and Development

A 2-day regional seminar on Media and Development was jointly organised by the Chaudhary Charan Singh Haryana Agricultural University (CCSHAU) and the Indian Institute of Mass Communication, New Delhi, at Hisar recently. Besides members of the Asian Mass Communication, Research and In-

formation Centre (AMIC), Singapore, teachers in the department of Journalism from the universities of Himachal Pradesh, Haryana and Punjab, representatives from National Media Centre, Extension Education scientists and media practitioners from Agricultural Universities participated in the seminar.

In his keynote address, Prof. J.S. Yadav, Director, Indian Institute of Mass Communication observed that "although we are living in an information age in which the whole country, communication-wise, is technically knit together and the people at large can have common experience of joy, grief, information and aspirations, yet people at grass-root level have not been able to make their way to the media".

Prof. M.R. Dua, Head, Department of Journalism, Indian Institute of Mass Communication, said that media had brought about inconceivable innovations in the field of health, and medicine. It had been supporting, he said, the women issues and had aroused awareness regarding the problems of child marriage, girl child, pregnancy tests, dowry deaths and widow remarriage.

A total number of 21 papers were presented on consumers and media protection, constraints in reporting developments, and media and agriculture development.

Chairing the session on Consumer Protection, Mr. A.S. Chahlia, President, Consumers Forum, Hisar, remarked that there was lack of awareness about the existence of the Consumers Forum set up for consumers protection. He pointed out that any consumer who had been cheated could file his complaint in the Consumer Forum.

In her paper Mrs. Vir Bala Aggarwal from the Department of Journalism and Mass Communication, Himachal Pradesh University,

stressed the need to study the changing living style of people in the hilly region in the context of development and role of media in the socio-economic development of the rural people in the hill states.

The zonal representative of the AMIC and the Convener of the Seminar, Mr V.S. Gupta in his paper on 'Constraints in Reporting Rural Development' suggested institution of journalism fellowships for persons working in the area of rural development and communication so that indepth study of selected projects could be taken up. The departments of journalism should have strong ingredients of rural communication as a part of their curriculum, he opined. He also

pointed out that as a vehicle for the rural development information, radio was more effective than the TV.

Prof. R.N. Trikha from G.B. Pant University of Agriculture and Technology, Pantnagar pointed out that the problem of popularisation of science today was that the scientific research was becoming more and more complex.

In his presidential address, Dr H.C. Sharma, Director (Research), CCS-HAU, said that media had become a vehicle not only for the transfer of technology but for the all round development of the society. He urged the participants to explore the possibilities of using appropriate media in different situations.

News from UGC

Countrywide Classroom Programme

Between 15th April to 21st April, 1993 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programme is presented in two sets of one hour duration each every day from 1.00 p.m. to 2.00 p.m. and 4.00 p.m. to 5.00 p.m. The programme is available on the TV Network throughout the country.

1st Transmission

1.00 p.m. to 2.00 p.m.

15.4.93

"In Search of Ethnic Dimensions : The Koyas - II"

"All My Sons : Critical Appreciation - II"

"Siege of English"

16.4.93

"Problem Child"

"By the People - IV. Groups and Political Process and Organizing a Group"

17.4.93

"101 : Not Out"

"The Working Minority - I"

"Week Ahead"

18.4.93

No Telecast

19.4.93

"Potential Field as a Description of Force Field"

"Management Functions and Behaviour : Personnel Functions"

"Managing Rural Business - I"

20.4.93

"Unusual Oxidation States"

"Ways of Thinking - VII
Everybody Says I"

"Accupuncture"

21.4.93

"The Dinosaur - II"

"Waterproofing of Mud Houses"

"Preserving the Past – II"

11nd Transmission

4.00 p.m. to 5.00 p.m.

15.4.93

"Electronics – III
What is a Transistor"

"English Studies In India :
Problems And Prospects – I"

"Martial Art of Orissa – I
(Paik Dance)"

16.4.93

"The Kagzi Trail"

"In Search of Roots"

"The Week Ahead"

17.4.93

No Telecast

18.4.93

No Telecast

19.4.93

"The Origins of Quantum Theory :
From Planck To Bose – IV
Satendranath Bose"

"Management Functions and
Behaviour : Communication
Process"

"Vermicompost – II
The Two Roads"

20.4.93

No Telecast

21.4.93

"Images Of Bats"

"Orchid – The Royal Plant"

"Eyes In The Sky – Remote
Sensing – II"

News from Abroad

Choose Your Teacher

Poland's largest economics institute is reportedly offering students a choice of lecturers in a bid to speed up education for a market economy, according to the academic whose radical plan transformed the *zloty* into a convertible currency.

Leszek Balcerowicz, former deputy prime minister and minister of finance, during a visit to Strathclyde, University to deliver the annual Polonia lecture, revealed that the Warsaw School of Economics, where he is head of the international comparative economics department, is offering same subjects taught by different staff to encourage academics to move to a new curriculum

There had been initial fears that students would choose lecturers whose courses were considered easiest, said Professor Balcerowicz, but economics was a boom area attracting high calibre entrants who chose younger staff with a good knowledge of western commerce.

Some lecturers might attract 200 students while others would attract only 20. The less successful academics could be asked to take on other responsibilities, although students demand provided an incentive for them to improve their teaching.

Professor Balcerowicz said only the former East Germany had forced the resignation of staff inherited from the Communist regime, and that other countries were relying on other methods to reform higher education

Polish universities were not suffering from large numbers of hidebound academics, since there were only a few hundred economics lecturers, and the priority was to increase the teaching force.

He added that Poland had been much more flexible than countries such as East Germany and Czechoslovakia. "There was much less brainwashing and they did not teach so-called 'scientific communism'. If somebody really wanted to, they could get access to western books."

But Professor Balcerowicz acknowledged that the quality of economics education did not compare to that in the west.

It was not difficult to sell, it was difficult to buy, so there was not much need for marketing skills. In social economics, cost did not mean very much because there was no competition, and subjects like accounting and management were neglected."

Pressure to introduce new disciplines and analytical skills to meet the country's economic needs means higher education institutions are now introducing increasingly attractive courses, particularly evening classes for which they can charge fees.

Institutions are "so far" prohibited from charging tuition fees for normal courses, Professor Balcerowicz said, but tough budget constraints are forcing them to capitalise on their resources, such as leasing underused premises.

He welcomed the proliferation of postgraduate business schools set up with foreign aid, although Poland's education ministry is alarmed at having no control of these.

"I think it is necessary. Within established schools, it is difficult to introduce some of the new subjects," he said.

Beyond the Classroom

A new technology policy which is intended to make a revolutionary difference in the classroom is reported to have been unveiled by the US administration.

Programmes and curricula to prepare the American public for work had failed to develop necessities with new technology, according to President Clinton. Therefore federal government money should be put into modernising teaching resources and into updating the curriculum.

"We are moving in a new direction to create an educational and training system that challenges our students to reach for resources beyond their classrooms," he said

One of the main components of the policy is the completion of a nationwide network of information super-highways, said Mr Al Gore, Vice-President, who played an important part in the setting up of Internet, the network that links higher education institutions.

"We want to make it possible for a school-child to come home after class and, instead of just playing Nintendo, to plug into a digital library that has colour-moving graphics that respond interactively to that child's curiosity "

Clinton wants the federal government to enable elementary and secondary schools to be able to tap in to Internet. And he is to push for a National Research and Education Network, a more advanced telecommunications super-highway, that can handle video and large amounts of information.

His plan envisages spending money on helping schools to develop

high-performance software to take advantage of changing computer hardware. This should put students in "an environment that can closely approximate real work environments," he said.

"New information technologies can give teachers more power in the classroom and create a new range of employment opportunities," Clinton added. "Schools can themselves become high-performance workplaces."

The plan calls for more teacher training in mathematics, science and engineering manufacturing, all areas considered crucial to improving the workforce.

Library Crisis in German Universities

The German Rectors' Conference (HRK) is reported to have issued a statement about a "dramatic worsening" of library financing. Additional funds in the framework of federal programmes to combat over-crowding has not been able to make up for a loss in purchasing power, the rectors say.

The amount of academic literature has risen steadily by an annual 3 to 5 percent over the past few years. There is a growing demand for specialised publications, an overall wider scope of subjects and more and more students

The rate of obsolescence of scientific literature had increased considerably, notably in the natural sciences and medical studies. At the same time, price rises have far exceeded the rate of inflation and can reach between 10 and 20 percent – again, particularly in the natural sciences and medicine. Introducing electronic media has also caused considerable costs

Meanwhile, in west Germany every fourth university library has a stagnating or even a reduced budget. In east Germany, extra funds have been provided to make up for the dearth of western academic literature. But funds for new publications are insufficient, the rectors say.

Universities have begun to cancel subscriptions. Since price increases among English-language publications tend to be much more drastic than other scientific literature, their procurement is especially endangered. But these publications are crucial to maintaining international standards.

Rectors warn of a "provincialisation" of academic library stocks if cancellation of subscriptions continues, and they point to a "threat to the basic supply of research and teaching" with specialised literature which has already led to considerable delays in the completion of seminar and degree papers. This, they argue, starkly counteracts efforts to shorten study time. Nominal budget growth should at least keep pace with price developments and the increase in specialised literature.

We Congratulate....

1. Dr N.R. Shetty who has been appointed Vice-Chancellor of the Bangalore University, Bangalore.
 2. Dr. S.V. Singh and Dr. R.H. Kiripalani of the Indian Institute of Tropical Meteorology, Pune who have won the sixth SAARC award for outstanding research work in the field of meteorology.
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Examining Examinations

The article under the caption, 'Examining Examinations – A case study of the University of Delhi' by Shri Madan Mohan (Vol. 31, No. 9 - *University News*) deals with the issues of crucial importance for the entire academic community of this country as the problems faced by most of the Indian universities are more or less identical in nature. However, the learned author appears to have touched merely the tip of the iceberg while suggesting reforms in examinations and their administration in the article under discussion. In fact, the ailments affecting the system in vogue are far too many requiring deeper commitment on the part of academia and those managing the system of examinations. As such, only a scientific approach in the administration and conduct of examinations can be the right prescription to cure the ills and restore credibility of the system.

To begin with, the entire machinery including bureaucracy must be prepared to accept its legitimate share of responsibility if something goes wrong in the course of an examination. The poor examiner should not be made a scapegoat for any possible acts of omission and commission by the Controller's office. This is all the more important as the examiner can't defend himself publicly for obvious reasons. This makes it incumbent on the Controller's office to take effective steps to

counter uncalled for rumours and/or allegations of leakages of question papers to ensure credibility of examiners and that of their own office.

And if the credibility of examiner becomes questionable just because of rumours or allegations, then how could one be sure of the credibility of the Controller of Examinations or his office? A more acceptable approach in this context would be the creation of a question bank by the experts for each question paper and the use of computer methods for storage and retrieval of these questions for examination purposes from time to time. This would make the setting of a question paper easier even at a short notice. The students should be encouraged to make use of the question banking series available for their use in the college library and/or market at a reasonable price.

Similarly, the problem of mass copying in the examinations can't be solved by strengthening deployment of police force and/or providing insurance cover to the invigilators. Instead, the student body should be involved in the conduct of examinations through its representatives and a more congenial environment created by educating the student community about the measures taken. In addition, the universities must introduce effective schemes

for internal assessment for each subject followed by end exam and the credit so earned by students given due weightage in the final award of the marks/grade, etc.

And last, but not the least, there is an urgent need to analyse each examination result of the preceding year and provide feedback not only to the teachers, but also to the concerned student community for whose quality upgradation the entire system of examinations has supposedly been designed. But for the inclusion of these steps in the implementation of examinations, the improvements in the examination system shall remain a farce.

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RESEARCH IN PROGRESS

A list of research scholars registered for doctoral degrees in Indian Universities

SOCIAL SCIENCES

Journalism

1. Kalyansundaram, K. Management and functions of a Radio Station: A case study of Radio Station, Thiruvananthapuram. Kerala. Dr M Thangadorai, Reader, Department of Communication and Journalism, University of Kerala, Kariavattom and Dr R N Pillai, Prof and Head, Department of Statistics, University of Kerala, Kariavattom.

Psychology

1. Jadhav, Mahadev Ganapati. Future orientation among undergraduate students in relation to type of education being received and certain individual difference variables. Shivaji. Dr A V Kulkarni, Department of Psychology, Nagpur University, Nagpur

Sociology

1. Jain, Usha Hukumchandra. A sociological study of deserted Hindu women in Southern Maharashtra. Shivaji. Dr S N Pawar, Prof and Head, Department of Sociology, Shivaji University, Kolhapur

2. Thakur, Alka. Organization and functioning of officers ladies club. IIS Gour. Prof N K Gorha

Social Work

1. Joshi, Chittaranjan Anantrao. A study of implementation of labour legislation in textile mills in Solapur. Shivaji. Dr A D Madguikar, Department of Social Work, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

2. Mehta, Vivek. Police women: A study of police women in Madhya Pradesh. IIS Gour. Dr Ram Ray

Economics

1. Hirugade, Dilip Rajaram. Ankalkhop Multipurpose Cooperative Society Limited, Ankalkhop. A study in the genesis, growth, diversification and problems of a primary agricultural credit cooperative society. Shivaji. Dr P B Kulkarni, Department of Economics, Willingdon College, Sangli

2. Ingavale, Vithal Maruti. A study of industrial backwardness of Ratnagiri Sindhudurg Resource Region. Shivaji. Dr R M Tungare, Department of Economics, Chhatrapati Shahu Institute of Business Education and Research, Kolhapur

3. Jambure, Hanmantrao Baburao. Economics and impact of drip irrigation: A case study of Sangli District. Shivaji. Dr P B Kulkarni, Head, Department of Economics, V N Mahavidyalaya, Shirala

4. Jujare, Dareppa Bhupal. A study of labour in the powerloom sector of Ichalkaranji. Shivaji. Dr D H Hindocha, Department of Economics, Chhatrapati Shahu Institute of Business Education and Research, Kolhapur

5. Nikam, Sitaram Vaman. An economic study of marketing of onions in Navik District of Maharashtra State. Shivaji. Dr T G Naik, Department of Economics, D D Shinde Sarker College, Vidya Peeth High School, Kolhapur

6. Rajage, Arjun Baburao. A critical study of population behaviour in Kolhapur District, 1951 to 1991. Shivaji. Dr P A Koli, Department of Economics, The New College, Kolhapur

7. Thomas, Sabu. Union movement in the services sector in Kerala. Kerala. Dr K V Joseph, Kumbattu House, T C 2/248, New Pillai Veedu Lane, Kesavadasapuram, Thiruvananthapuram

Law

1. Abdul Azeez, H. Violation of human rights by the police. Kerala. Dr N K Jayakumar, Prof and Head, Department of Law, University of Kerala, Kariavattom

2. Bhuvaneswaran, G. Legal protection of consumers in the service sector with special reference to public undertakings. Kerala. Dr N K Jayakumar, Prof and Head, Department of Law, University of Kerala, Kariavattom.

3. Bindu, M R. Sex discrimination and the law. Kerala. Dr N K Jayakumar, Prof and Head, Department of Law, University of Kerala, Kariavattom

Education

1. Omana, T P. A study of the management efficiency and learner outcomes of special education in Kerala. Kerala. Dr P M Jaleel, Reader, Department of Education, University of Kerala, Thycad

Management

1. Jain, Arvind Kumar. Operational and export marketing problems of small scale industry in M P with special reference to certain selected units. IIS Gour.

2. Malaiya, Shubha. An analysis of the growth and operational problems of Indian drugs industry with special reference to selected ayurvedic, allopathic, homeopathic and unani drug manufacturing units. IIS Gour. Dr Y S Thakur

3. Thakur, Amisha. Production and distribution of petroleum products and lubricants in India. IIS Gour. Dr Y S Thakur

4. Tomar, Sangram Singh. An analysis of export promotion and import substitution measures in India during past ten years, 1982-1992. IIS Gour. Dr Y S Thakur

HUMANITIES

Language & Literature

Hindi

1. Geethakumari, D R. Kerala ke Hindi sarjanatak sahitya mein narl patron ka chitran. Kerala. Dr N Chandrasekharan Nair, Lakshmi Nagar, Pattom, Thiruvananthapuram

2. Sreeraman, R. Jainendra ka kahani sahitya: Vishleshanatmak adhyayan. Kerala. Dr K Sukumaran, Kesavamandiram, Nedumangad, Thiruvananthapuram

3. Titus, Y. Nagarjun aur Vayalar Rama Varma ke kavithon mein samajik chetana: Ek tulnatmak adhyayan. Kerala. Dr S Christudas Chandran, 37-Ashoka, Spencer Junction, Thiruvananthapuram

4. Vijayanma, J. Lakshminarayana Misra ke Natakon mein jug chetana. Kerala. Dr N E Viswanatha Iyer, Anusham, 26/2035, Tutors Lane, Trivandrum

Malayalam

1. Baburajan, S. Poems of the poetic trio in Malayalam. A study based on dhvany theory. Kerala. Dr V S Sharma, Prof and Head, Department of Malayalam, University of Kerala, Kariavattom

History

1. Asati, Kashiram. *Ganesh Prasad Verma: Vyaktitva evam krititva*. H S Gour. Dr D C Sharma.
2. Chourasia, Ajay Kumar. *Prachin Bharat mein antrrajyia sambandh: Kautilya Arthashastra se Shukraniti Sar tak*. H S Gour. Dr Ravindra Agarwal.
3. Deshmukh, Kamal Kerba. *Satya Shodhak Movement in Satara District*. Shivaji. Dr (Mrs) S A Jadhav, Chhatrapati Shivaji College, Satara.
4. Jain, Deepak Kumar. *Teekamgarh Jile ka sanskritik itihās, isa poorva chhat shatabadi se lekar 1250 isvi tak*. H S Gour. Dr S K Bajpai.

5. Mishra, Manish. *Sagar Jile ka sanskritik itihās, sankshipta varnan, prachintam kal se 1200 isvi tak*. H S Gour. Dr V D Jha.
6. Nidoni, Dhulappa Ramagonda. *History of Jamakhundi State, 1799 to 6.3.1948*. Shivaji. Dr B D Khane, Department of History, Shivaji University, Kolhapur.
7. Shrivastava, Sushil Kumar. *Puranon ka rajshastriya adhyayan*. H S Gour. Dr R N Agarwal.
8. Shukla, Sunita. *Prachin Bharat mein dharmik sadbhav: Madhya Pradesh ke vishesh sandarbh mein*. H S Gour. Dr Shridhar Mishra.
9. Thakur, Ajaysingh. *Bharat ka arthik itihās, 300 se 650 isvi tak*. H S Gour. Dr S D Mishra.

THESES OF THE MONTH

A list of doctoral degrees accepted by Indian Universities

SOCIAL SCIENCES

Psychology

1. Nigam, Pranita. *Social disadvantage: A comparative study of scheduled caste and non-scheduled caste children on some psycho-social variables*. Delhi.
2. Zamuddin, Roqiyah. *A study of the development of spirituality in relation to certain personality needs*. AMU. Prof Afzal Qureshi, Department of Psychology, Aligarh Muslim University, Aligarh.
3. Zutshi, Scema. *Perception of time in schizophrenics*. Delhi.

Sociology

1. Baidya, K N. *A sociological study of social forestry in the context of scheduled caste scheduled tribe in Hyderabad, Karnataka Region*. Gulbarga. Dr L S Ainapur, Prof and Chairman, Department of Sociology, Gulbarga University, Gulbarga.
2. Gill, Harbans Singh. *Housing the poor: An analysis with special reference to slum colonies in Delhi*. JNU. Prof Amitabh Kundu, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi.
3. Janaki, G. *Impact of entrepreneurial role of women on their familial roles: A sociological study*. Madras.
4. Mehta, M H. *Changes occurred in the Rajkhedaval Brahmin Caste of Saurashtra: A sociological study*. Saurashtra. Dr P S Jethwa, Prof, Department of Sociology, Saurashtra University, Rajkot.
5. Prasad, Krishna Nandan. *The process of socio-economic development, bilingualism and language shift among the Chotanagpur Tribes*. JNU. Prof Ajazuddin Ahmed, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi.
6. Rath, Govindachandra. *A tribe in an industrial milieu: The Orams in Rourkela and adjoining villages*. Calcutta.
7. Sahadevan, P. *India and the overseas Indians: A case study of problems of the Indian Tamils of Sri Lanka, 1964-1987*. JNU. Prof S D Muni, Centre for South Central South-East Asian and South-West Pacific Studies, Jawaharlal Nehru University, New Delhi.

Social Work

1. Ahmed Beig, M. *Value orientation and mental health*. Bangalore. Dr S M Channabasavanna, Director and Prof, Department of Psychiatry, National Institute of Mental Health and Neuro Sciences, Bangalore.

2. Joseph, Chitra. *Female criminality: A gender role perspective*. Madras.

Political Science

1. Bahram Singh. *Impact of democratic decentralisation and rural development*. Magadh.
2. Behram, Bchdarvandi. *The United Nations and human rights: A case study of human rights crisis in Iran*. Delhi.
3. Jagannadha Sastry, Challa. *A study of political participation and communication among rural elite Peddapuram Panchayat Samithi: A case study*. Andhra.
4. Mandal, Ram Kumar. *Spatial pattern of international tourism and its foreign exchange generation capabilities for development in South Asian Region*. JNU. Prof R C Sharma, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi.
5. Roy, Birendra. *Rajya Sabha: A critical study with special reference to its functioning from 1972-1982*. Magadh.
6. Shrivastava, Anil Kumar. *Samajik vaniki: Prushanik paripekshya mein ek adhyayan*. Durgawati. Dr S C Tiwari, Prof and Head, Department of Political Science, Rani Durgawati Vishwavidyalaya, Jabalpur.
7. Sudhakar, E. *SAARC: A study of issues, problems and prospects*. Kakatiya. Prof B Venkateshwari, Department of Political Science, Kakatiya University, Warangal.
8. Yadav, Sushma Rani. *Effect of the opposition parties on the legislative output in a one party dominant system: The Indian case from 1967 to 1977*. Delhi.

Economics

1. Aditya, Deepa Kishore. *Himalayan gateway towns: Their changing characteristics and impact on hinterland economy*. JNU. Prof Harjit Singh, Centre for the Study of Regional Development, Jawaharlal Nehru University, New Delhi.
2. Balachander, T V. *Commodity and financial futures markets: An economic analysis*. Calcutta.
3. Banik, Arindam. *ITV technology and relative productivity of small farms: A case study of Bangladesh*. Delhi.
4. Joshi, Vinod Kumar. *Temporal and spatial analysis of production and productivity of rice crop in Madhya Pradesh*. Ravishankar. Dr C S Mishra, Prof and Head, School of Studies in Economics, Pt Ravishankar Shukla University, Raipur.

5 Kar, Chhabi Rani Trade and payment problems of South Asian Countries: A cross section and time series study, 1970-87. Ravishankar Dr C S Mishra, Prof and Head, School of Studies in Economics, Pt Ravishankar Shukla University Raipur.

6 Khot, B B. Farm literature production system in Maharashtra: A comparative perspective. M P Krishi Dr G K Sawant

7 Pathy, Upendra Planning and development in G Udayagiri Block. Berhampur. Dr B N Dash, Prof, Department of Economics, Berhampur University, Berhampur

8 Ramani, S. Nature and characteristics of labour market in building industry in Madras City. Bharathidasan Dr M Sebastian, S G Jesuit Residence, Loyola College, Madras

9 Shriv Kumar. Critical evaluation of rural development programmes since 1961 with special reference to Rajouri District. Jammu. Dr A N Sadhu, Prof, Department of Economics, University of Jammu, Jammu

10. Ubbaveja, Jugesh An economic analysis of debt problems of South Asian country. Ravishankar Dr C S Mishra, Prof and Head, School of Studies in Economics Pt Ravishankar Shukla University, Raipur

Law

1 Madhuri, P S M International protection of child labour and the role of ILO with special reference to India Kurukshetra

2 Nagaraja, H K The concept of liability in international law. Mysore Dr C K N Raja, Prof, Department of Law, Mysore University Mysore

Public Administration

1 Guru Brahman T Organisation and working of Azam Jahl Mill, Warangal. Kakatiya Prof A Amruth Rao Department of Public Administration Kakatiya University Warangal

Education

1 Chauhan Sangeeta English in higher education Dimensions and trends after independence. Delhi

2 Magar, Madhukar Shikshak prashiksharthiyon ke shikshan vyavstha ke prati abhivritti evam unke mulya H S Gour Dr S P Ahluwalia, Department of Education, University College of Education Sagar

3 Mann, Raghu Singh A comparison of selected physical and physiological abilities of American and Indian students in the age group of 10-16 years. Punjab Dr Anant Kaur, Prof, Department of Education, Punjab University, Patiala

4 Patel Dilipkumar Gordhanbhai An investigation into the environmental awareness and its enhancement in the primary school teachers. Patel Dr K M Shah

5 Patel Iswar A study of academic achievement in relation to selected personality variables of tribal adolescents. Kurukshetra

6 Senapati, Rishikesh Piaget's cognitive growth model in developing instructional materials and fostering cognitive development amongst children. Devi Ahilya Dr B K Passi Head, Department of Education, Devi Ahilya Vishwavidyalaya, Indore

7 Srinath Krishna Empowering rural women through extension education: An action research in a fishing village Avinashilingam Dr K Thangamani

Commerce

1 Dalapaty Bikash A study of the finance of the University of North Bengal, 1970-71 to 1986-87 Calcutta

2 Ghosh Somnath Post mortem audit of business failure A case study. Calcutta

3 Gurunath H J Performance evaluation of regional rural banks: A case study of Karnataka State Mysore Dr M N Vijaya Kumar Reader, Post Graduate Department of Studies in Commerce University of Mysore, Mysore

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2 Gurudeep Singh Legislative and executive control of public enterprises of Punjab. Punjab Dr Balbir Singh Bhatia, Prof, Department of Business Management, Punjab University, Patiala

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**Dr Yashwant Singh Parmar University of Horticulture
and Forestry, Nauni (Solan) H.P.
"Academic Branch"**

Admission Notice

Applications are invited in triplicate for admission to the following programmes for Academic Session 1993-94 starting from 16-8-1993.

I. B.Sc. (Hort.) 4 and 5-year and B.Sc. (Fty.) 4-year Programmes (Entrance Examination)

Admission shall be through a combined entrance examination to be held on 23-5-1993 at 9 00 A M at St Luke's High School, Solan- 173 212 (H.P.).

a) Eligibility for B.Sc. (Hort.) and B.Sc. (Fty.) 4-year programmes

10+2/equivalent examination with English, Physics, Chemistry and Biology/Mathematics/Agriculture of a recognised Board/University with a minimum of 50% aggregate marks in the above subjects. In case of ICAR/NILC/Other nominees, the minimum aggregate marks shall be 55% in the above subjects.

b) Eligibility for B.Sc. (Hort.) 5-year programme

10+2 with English and Vocational courses in Horticulture/Food Preservation and Processing from H P Board of School Education with a minimum of 50% aggregate marks in the above subjects

Other Information

Last date for receipt of application form for B Sc programmes is 10-5-1993 with examination fee of Rs. 50/- and 17-5-1993 with Rs. 100/- (Rs. 50/- + Rs. 50/- as late fee). The fee is non-refundable even if the candidate is not found eligible to appear in the entrance examination

II. Master Programmes

The last date for the receipt of admission form in triplicate for M Sc in respect of following disciplines is 26-7-1993.

a) Horticulture (WRITTEN ELIGIBILITY TEST on 12-8-1993 at 11 00 A M in the University Campus)

1. Fruit Culture & Orchard Management
2. Post Harvest Technology
3. Vegetable Crops
4. Floriculture & Landscaping
5. Fruit Breeding
6. Entomology
7. Plant Pathology
8. Biotechnology

Interview on 13-8-1993 from 10 00 A M to 1 00 P M in the University Campus

b) Forestry (WRITTEN ELIGIBILITY TEST on 12-8-1993 at 11 00 A M in the University Campus)

1. Tree Improvement
2. Silviculture & Agroforestry
 - i) Silviculture
 - ii) Agroforestry (For inservice candidates only)
3. Forest Products
4. Soil Science
5. Agriculture Economics
6. Agriculture Statistics

Interview on 13-8-1993 from 2 00 P M to 5 00 P.M in the University Campus

ELIGIBILITY

B.Sc (Hort.)/(Fty.)/(Agr.)/(Animal Husbandry)/B.Sc with on OGPA of 6 00/10 00(2 70/400) or its equivalent under course credit system or first division under annual system from a recognised University

The interview shall be subject to clearance of written eligibility test as laid down in the prospectus

GENERAL INFORMATION FOR ALL

- i) The minimum qualifying marks are relaxable by 5% in the case of SC/ST and inservice nominees
- ii) $22\frac{1}{2}\%$ of the total seats shall be reserved for candidates belonging to SC(15%) and ST ($7\frac{1}{2}\%$)
- iii) The candidates appearing in various qualifying examinations (10+2/equivalent with science subjects) are also eligible to sit in the entrance examination for B Sc programmes but their admission shall be subject to their eligibility as given above/prospectus.
- iv) Prospectus-cum-Admission form which is available for sale after 12-4-1993 can be had from the office of the Registrar on payment of Rs. 20/- at the counter and Rs. 30/- by post through Crossed IPOs in the name of Comptroller of this University. NO MONEY ORDERS/CHEQUES ARE ACCEPTABLE.
- v) No separate letter for Entrance Examination/Written eligibility Test and Interview will be issued
- vi) Candidate should attend entrance examination/written eligibility test and interview at their own expenses on the prescribed date and time and bring all original certificates with them

**Bharat Bhushan
REGISTRAR**

INDIAN INSTITUTE OF TECHNOLOGY : DELHI

HAUZ KHAS : NEW DELHI - 110016

Notice for Admission to Postgraduate Programmes for the Session : 1993-94

Advt. No. IITD/PGS/1/93

Applications are invited for admission to the following Postgraduate Programmes at IIT Delhi for the Session 1993-94 commencing July, 1993. Detailed information is given in the Information Brochure which will be supplied along with the application form :

1. DOCTOR OF PHILOSOPHY (FULL TIME, SPONSORED AND PART TIME)

(a) Departments/Centres

(i) **Engineering Departments** : Applied Mechanics; Chemical Engineering; Civil Engineering; Computer Science & Engineering; Electrical Engineering; Mechanical Engineering and Textile Technology.

(ii) **Science Departments** : Chemistry, Mathematics and Physics.

(iii) **Humanities and Social Sciences Department** : English, Psychology & Sociology of knowledge/Science.

(iv) **Interdisciplinary Centres** : Applied Research in electronics; Atmospheric Sciences; Bio-chemical Engineering; Biomedical Engineering; Educational Technology; Energy Studies; Instrument Design & Development; Industrial Tribology, Machine Dynamics & Maintenance; Management Studies; Materials Science & Technology and Rural Development & Technology.

(b) Minimum Qualifications for Admission

(i) Master's degree in Engineering/Technology/Sciences/Humanities in respective discipline or equivalent with a minimum GPA of 6.75 on a 10-point scale or equivalent (as determined by IITD) wherever letter grades are awarded or 60.00% aggregate marks, where marks are awarded.

(ii) In exceptional cases, candidates with B.Tech degree or equivalent with excellent record (GPA of 7.50 on a 10-point scale or 70.00% marks) will be considered eligible for admission provided they have qualified either GATE or any other national level examination like UGC/CSIR/ICAR.

(iii) For Ph.D. programme in Biomedical Engineering, candidates with MBBS Degree seeking admission to the Ph.D. programme in this centre are required to qualify BIOMEET examination conducted by IIT Bombay.

(iv) Full-time candidates who do not possess an M.Tech degree in the relevant field or equivalent are required to have valid GATE score for Engineering/Technology/Science disciplines or are required to qualify in UGC/CSIR/ICAR fellow-

ship examination for Sciences/Humanities & Social Sciences disciplines.

RELAXATION

(i) Relaxation in GPA to 6.25 or 55.00% marks in minimum qualifying criteria may be permitted for SC/ST candidates, and those with MA degree in English for admission to the Ph.D. programme in English in the Department of Humanities & Social Sciences. In the case of SC/ST candidate falling under category (b) (ii) above, 5% relaxation in marks or equivalent relaxation in GPA on 10-point scale may be permitted.

(ii) For Physically Handicapped persons, relaxation in GPA to 5.75 on a 10-point scale or in marks to 50% may be permitted.

(c) Scholarship for full-time Students

(i) Candidates with M.Sc/M.A./B.Tech or equivalent qualification with valid GATE Score/UGC/CSIR/ICAR fellowship award will be eligible for scholarship @ Rs. 1800/- per month for first two years and Rs. 2100/- per month for subsequent years as per the Institute rules; and

(ii) Candidates with M.Tech./M.E. or equivalent degree will be eligible for scholarship @ Rs. 2400/- per month for the first 2 years and Rs. 2500/- per month for subsequent years as per the Institute rules

2. MASTER OF TECHNOLOGY (FULL TIME, SPONSORED AND PART TIME)

(a) (i) **Departments** : Applied Mechanics; Chemical Engineering; Chemistry; Civil Engineering; Computer Science & Engineering; Electrical Engineering; Humanities & Social Sciences; Mathematics; Mechanical Engineering; Physics and Textile Technology.

(ii) **Interdisciplinary M.Tech. Programmes** : Energy Studies; Industrial Tribology & Maintenance Engineering; Management & Systems; Polymer Science & Technology and Optoelectronics & Optical Communication.

(b) Minimum Qualifications for Admission

(i) **For Full-Time Candidates:**
Candidates must have Valid GATE Score.

(ii) **For Sponsored and Part-time Candidates :**

Bachelor's degree in Engineering/Technology or Master's degree in Sciences in the relevant field with GPA of 6.75 on a 10-point scale or equivalent (as determined by the IITD) wherever letter grades are awarded or 60.00% aggregate marks where marks are awarded.

RELAXATION

Relaxation in GPA to 6.25 or 55% marks in minimum qualifying criteria may be permitted for SC/ST candidates only.

(c) Scholarship for full time Students

Candidates must have a valid GATE score; the award of Scholarship will be in accordance with the Institute rules.

3. MASTER OF SCIENCE

(a) Master of Science (M.Sc) Programmes are offered by the Chemistry, Mathematics and Physics Departments of the Institute.

(b) Minimum Qualification for Admission

B.Sc. (Hons)/B.Sc./B.A. (Hons)/B.A. in relevant field with a GPA of 6.75 on a 10-point scale or equivalent (as determined by IITD) wherever letter grades are awarded or 60.00% aggregate marks where marks are awarded.

Relaxation in GPA to 6.25 or in marks to 55% in the minimum eligibility criteria may be permitted to SC/ST candidates only.

(c) Scholarship and Freeship :

A limited number of Merit-cum-Means Scholarships/Freeships are permissible to M.Sc students as per Institute rules.

4. GENERAL INFORMATION

(a) 15% of the seats for SC and 7.5% for the ST candidates are reserved in all the Postgraduate/Research Programmes.

(b) Three seats are reserved for Physically Handicapped persons for admission to M.Tech. and Ph.D. programmes put together, on full time basis only.

(c) Candidates called for appearing in written test and/or interview for Ph.D. programmes will be paid to and fro second class railway fare by shortest route. However, this provision will not apply to sponsored and part time candidates.

(d) Only employees of public sector undertakings or Government organisations or private industries (approved by Faculty Boards) with a minimum experience of two years as on 1st August, 1993 and Defence sponsored officers are eligible for admission as sponsored and/or part time candidates.

(e) The candidates seeking admission as a Sponsored candidates or on Part time basis are required to submit along with their application "Sponsorship Certificate" or "No Objection Cer-

tificate" as the case may be, from their employer in the format specified in the INFORMATION BROCHURE.

Applications unaccompanied by such certificates from the employer will not be entertained.

(f) In the case of part time candidates, their organisation should be situated within a distance of 50 km from the Institute.

(g) Hostel accommodation will be available only to non-Delhi based full-time students subject to availability.

5. HOW TO APPLY

Application forms and Information Brochure can be obtained from the Asstt. Registrar (PGS) by sending application fee of Rs. 25/- by a crossed Bank/Demand Draft drawn on STATE BANK OF INDIA in favour of IIT Delhi payable at SBI, IIT Branch, New Delhi, alongwith a self addressed envelope (25cm x 11cm) affixing postage stamps worth Rs. 3.00 and superscribed "Application for Ph.D./M.Tech./M.Sc." as the case may be. Application forms can also be had during office hours from the Counter (Room No. AD-236) against the Bank/Demand Draft as aforesaid. Application forms can also be obtained from SBI, IIT Delhi on cash payment of Rs. 28/- during the working hours. **THE NO. AND DATE OF THE BANK DRAFT SHOULD BE MENTIONED BY THE CANDIDATE IN THE APPROPRIATE COLUMN OF THE APPLICATION FORM BEFORE SUBMITTING IT.**

The completed applications (in the printed APPLICATION FORM) should be sent to the Asstt Registrar (PGS), Indian Institute of Technology, Hauz Khas, New Delhi-110016. Those who wish to apply for admission to more than one Department/Interdisciplinary Centre or Programme should make separate application with prescribed fee. The application form with all enclosures annexed thereto should be secured together properly with a tag before mailing submission.

INTERIM ENQUIRIES WILL NOT BE ENTERTAINED.

Date of commencement of issue of Application Forms : 19.04.1993 (Monday)

Last date for supply of Application Forms :

By Post : 17.05.1993 (Monday)

At the Counter : 24.05.1993 (Monday)

Last date for receipt of completed Application Forms : 24.05.1993 (Monday)

ASSTT. REGISTRAR (PGS)

AGRICULTURAL SCIENTISTS RECRUITMENT BOARD

I.C.A.R.

Krishi Anusandhan Bhavan, Pusa, New Delhi-110012

Advertisement No. 2/93

Applications are invited for the following Scientific/Technical posts under the different Institutes and at the Headquarters of the Indian Council of Agricultural Research, New Delhi.

1. DIRECTOR : Central Institute of Fisheries Education, Bombay (One Post). Pay Scale : Rs. 7600/- Fixed. Age : Below 55 years. Qualifications Essential : (i) An eminent Scientist/Teacher having at least 20 years of experience of research/teaching/extension education of which at least 8 years should be in the grade of Principal Scientist or an equivalent grade. (ii) Good academic record with a doctoral degree in Fish and Fishery Science/Zoology/Marinebiology/Fisheries Technology or related disciplines. (iii) Evidence of substantial contribution to research and scholarship as evidenced by variety product or technology developed or adopted as result of research; the quality of publication of papers in professional journals of repute, approved recommendations emanating from research or innovations in teaching/educational technology. (iv) Specialisation and experience in Fisheries research/education.

2. ASSISTANT DIRECTOR GENERAL (EXTENSION) : ICAR Headquarters, New Delhi (One Post) Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) An eminent scientist with published work of high quality, actively engaged in research/teaching/extension education. (ii) Good academic record with a doctoral degree in any branch of Agricultural or related Sciences (iii) 15 years' experience (excluding the period spent in obtaining Ph.D. degree subject to maximum of 3 years) of research/teaching/extension education, out of which at least 5 years should be as a Principal Scientist or in an equivalent grade. (iv) As in Item No. 1 (iii) above. (v) Specialisation and experience of research in the field of Agricultural extension.

3. DIRECTOR : National Research Centre for Groundnut, Junagarh (One Post.) Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2 (i) above. (ii) Good academic record with a doctoral degree in Plant Breeding/Genetics or related disciplines (iii) As in Item No. 2 (iii) above. (iv) As in Item No. 1(iii) above (v)

Specialisation and experience of research in Plant Breeding/Genetics in Groundnut.

4. DIRECTOR : Central Tuber Crops Research Institute, Trivandrum (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) As in Item No. 2 (ii) above. (iii) As in Item No. 2 (iii) above. (iv) As in Item No. 1 (iii) above. (v) Specialisation in Horticulture/Plant Breeding/Genetics and experience of research in tuber crops.

5. JOINT DIRECTOR : Central Institute of Fisheries Education, Bombay (One Post). Pay Scale : Rs. 4500-7300 Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2 (i) above. (ii) Good academic record with doctoral degree in Fish and Fishery Science/Zoology/Fisheries Technology or related disciplines. (iii) As in Item No 2 (iii) above. (iv) As in Item No. 1 (iii) above. (v) As in Item No. 1 (iv) above.

6. PROJECT COORDINATOR (FRUITS) : Indian Institute of Horticultural Research, Bangalore (One Post) Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2 (i) above. (ii) Good academic record with a doctoral degree in Horticulture, Plant Breeding or Plant Physiology. (iii) 13 years' experience (excluding the period spent in obtaining Ph.D. degree subject to maximum of three years) of research/teaching/extension education, out of which at least three years should be as a Principal Scientist or in an equivalent grade. (iv) As in Item No. 1(iii) above. (v) The candidate should have acquired sufficient research experience and specialisation in resolving production problems of tropical fruits.

7. PROJECT COORDINATOR (AGRIL. ACAROL-OGY) : U.A.S. GKVK, Coordinating Cell, Bangalore (Under ICAR Hqrs., New Delhi) (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2 (i) above. (ii) Good academic record with a doctoral degree in Agricultural Entomology/Zoology or related disciplines (iii) As in

Item No. 6 (iii) above. (iv) As in Item No. 1 (iii) above. (v) Specialisation and experience of research in the field of Agricultural Acarology.

8. PROJECT COORDINATOR : AICRP on Water Management, Directorate of Water Management Research, Rahuri (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in any branch of Agricultural Sciences, Agricultural Engineering or related disciplines relevant to Water Management. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Specialisation/experience in Farm Water Management research.

9. PROJECT COORDINATOR (AGRONOMY) : Central Rice Research Institute, Cuttak (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2 (i) above. (ii) Good academic record with doctoral degree in Agronomy or related discipline. (iii) As in Item No. 6 (iii) above. (iv) As in Item No. 1(iii) above. (v) Specialisation and experience in planning, coordination and the conduct of rice based agronomical trials under different regions and zones

10. PROJECT COORDINATOR (RODENT CONTROL) : Central Arid Zone Research Institute, Jodhpur (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) As in Item No. 7(ii) above (iii) As in Item No. 6(iii) above. (iv) As in Item No 1(iii) above. (v) Specialisation and experience of research on rodent pests of Crops and Homestead

11. HEAD OF DIVISION (CROP IMPROVEMENT) : Sugarcane Breeding Institute, Coimbatore (One Post) Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) Good academic record with doctoral degree in Plant Breeding/Genetics & Cytogenetics/Bio-technology/Economic Botany/Seed technology/Agricultural Statistics. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Specialisation in modern methods of crop improvement programmes.

12. HEAD OF DIVISION (CROP PROTECTION) : Sugarcane Breeding Institute, Coimbatore (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above (ii) good academic record with a doctoral degree in

Plant Pathology/Entomology/Nematology. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Specialisation in Breeding for varietal resistance/Biological control.

13. HEAD OF DIVISION (CROP PRODUCTION) : Sugarcane Breeding Institute, Coimbatore (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) Good academic record with a Doctoral degree in Plant Physiology/Agronomy/Agricultural Chemistry/Bio-Chemistry/Soil Science. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Specialisation in modern research methodologies of Crop Production.

14. THE HEAD, Regional Centre of Sugarcane Breeding Institute, Coimbatore at Karnal (One Post) Pay Scale : Rs. 4500-7300. Age : Below 50 years Qualifications Essential : (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in Plant Breeding/Genetics. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Specialisation in modern research methodologies of Crop improvement programmes.

15. HEAD OF DIVISION (CROP PRODUCTION) : Central Tuber Crops Research Institute, Trivandrum (One Post). Pay Scale : Rs. 4500- 7300. Age : Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in Agronomy/Soil Science/Soil Chemistry/Soil Physics/Soil Micro-biology/Agricultural Engineering (iii) As in Item No. 6(iii) above (iv) As in Item No. 1(iii) above. (v) Relative specialisation in tropical tuber crops and relevant experience cognate to the job requirement.

16. HEAD OF DIVISION (CROP PROTECTION) : Central Tuber Crops Research Institute, Trivandrum (One Post) Pay Scale : Rs. 4500- 7300. Age: Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in Entomology or Pathology. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) As in Item No. 15(v) above.

17. HEAD OF DIVISION (CROP IMPROVEMENT) : Central Tuber Crops Research Institute, Trivandrum (One Post). Pay Scale: Rs. 4500- 7300. Age: Below 50 years. Qualifications Essential : (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in Botany, Agricultural Botany, Plant Breeding and Genetic or Agriculture with specialisation in Plant

Breeding and Genetics. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) As in Item No. 15(v) above.

18. HEAD OF DIVISION (CROP UTILISATION AND BIO-TECHNOLOGY) : Central Tuber Crops Research Institute, Trivandrum (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in Micro-biology, Bio-chemistry, Agricultural Process Engineering or organic chemistry related to post harvest utilization or Bio-technology aspects. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) As in Item No. 15(v) above.

19. THE HEAD, CHES, Chettalli under Indian Institute of Horticultural Research, Bangalore (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in Horticulture. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Specialisation and experience of research in the field of Horticulture

20. HEAD OF REGIONAL STATION, Kayangulam under Central Plantation Crops Research Institute, Kasargod (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in the relevant subject (Plant Pathology/Nematology/Agricultural Entomology). (iii) As in Item No. 6(iii) above (iv) As in Item No. 1(iii) above. (v) Relative specialisation and relevant experience cognate to the job requirement (Plant Pathology/Nematology/Agricultural Entomology).

21. HEAD OF DIVISION (CROP IMPROVEMENT) : Central Plantation Crops Research Institute, Kasargod (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) Good academic record with doctoral degree in the relevant subject (Plant Breeding/Genetics and Cytogenetics/Bio-technology/Economic Botany/Horticulture). (iii) As in Item No. 6(iii) above (iv) As in Item No. 1(iii) above (v) Relative specialisation and relevant experience cognate to the job requirement (Plant Breeding/Genetics & Cytogenetics/Bio-technology/Economic Botany/Horticulture).

22. HEAD OF DIVISION (CROP PRODUCTION) : Central Plantation Crops Research Institute, Kasargod

(One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** As in Item No. 2(i) above. (ii) Good academic record with doctoral degree in the relevant subject (Agronomy/Soil Chemistry, Fertility). (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Relative specialisation and relevant experience cognate to the job requirement (Agronomy/ Soil Chemistry, Fertility).

23. HEAD OF DIVISION (CROP PROTECTION) : Central Plantation Crops Research Institute, Kasargod (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) As in Item No. 20(ii) above. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) As in Item No. 20(v) above.

24. HEAD OF DIVISION (SOCIAL SCIENCES) : Central Plantation Crops Research Institute, Kasargod (One Post). Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) Good academic record with doctoral degree in the relevant subject (Agricultural Economics/Agricultural Extension/Agricultural Statistics). (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Relative Specialisation and relevant experience cognate to the job requirement (Agricultural Economics/Agricultural Extension/Agricultural Statistics).

25. HEAD OF DIVISION (PLANT PHYSIOLOGY, BIO-CHEMISTRY AND MICROBIOLOGY) : Central Plantation Crops Research Institute, Kasargod (One Post) Pay Scale : Rs. 4500-7300. Age : Below 50 years. **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) Good academic record with doctoral degree in the relevant subject (Plant Physiology/Bio-chemistry/Microbiology). (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Relative specialisation and relevant experience cognate to the job requirement (Plant Physiology/Bio-chemistry/Microbiology).

26. HEAD OF REGIONAL CENTERS, AGRA, BEL-LARY, CHANDIGARH, KOTA, OOTACAMUND, VASAD, DATIA AND KORAPUT : Under Central Soil & Water Conservation Research and Training Institute, Dehradun (Eight Posts). Pay Scale : Rs. 4500-7300 Age : Below 50 years **Qualifications Essential :** (i) As in Item No. 2(i) above. (ii) Good academic record with a doctoral degree in Soils Physics/Soils and Water Conservation/Agronomy/Forestry/Horticulture/Soil Science/Soil and Water Conservation Engineering. (iii) As in Item No. 6(iii) above. (iv) As in Item No. 1(iii) above. (v) Relative specialisation and relevant ex-

perience cognate to the job requirement under essential qualifications as : (a) Experience in Soil & Water Conservation and Watershed Management. (b) Knowledge in modern methods and techniques for irrigation in Watershed Management. (c) Knowledge in Russian/German/French.

27. DIRECTOR (WORKS) T-9 : ICAR Headquarters, New Delhi (One Post). Pay Scale : Rs. 3700-5000. Age : Below 50 years. Qualifications Essential : (i) Bachelor's degree in Civil Engineering. (ii) At least 15 years' experience of which 5 years minimum in Senior grade T-8 with pay scale of Rs. 3000-5000 or equivalent.

IMPORTANT NOTES : (i) Explanation for the purpose of qualifications in respect of Scientific posts at S. No. 1 to 26 above. "An ARS Scientist inducted/recruited in a particular discipline shall be deemed to have acquired requisite qualifications in the relevant subject." (ii) In respect of Posts appearing at S. No. 8, 9 and 10 the candidature of ICAR Scientists who were holding S-2 and S-3 positions as on 31.12.85 will also be considered on the basis of criteria of old qualifications as applicable to these posts prior to 1.1.86 (iii) The posts appearing at S. No. 1 to 26 will be filled up on tenurial basis for a period of five years.

CLOSING DATE FOR RECEIPT OF APPLICATIONS IN AGRICULTURAL SCIENTISTS RECRUITMENT BOARD OFFICE IS 18th May, 1993.

(For candidates from abroad and in the Andaman and Nicobar Islands, Lakshadweep, Minicoy and Amindivi Islands, State/Union Territories in the North Eastern Region, Ladakh Division of J&K State, Sikkim, Pungi Sub-division of Chamba, Lahaul & Spiti Districts of Himachal Pradesh, last date will be 4th June 1993).

GENERAL INSTRUCTIONS : * For applications forms, please write to THE SECRETARY, AGRICULTURAL SCIENTISTS RECRUITMENT BOARD, KRISHI ANUSANDHAN BHAVAN, PUSA, NEW DELHI-110 012. Request for forms must specify advertisement No. 2/93, Name of the post and Item No. and should be accompanied by a self addressed unstamped envelope (23 x 10 cms. size). * Separate application, with separate fee, is required for each post. * Application forms complete in all respects, should reach office of the ASRB together with the application fee of Rs. 8/- (No fee for SC/ST candidates) in the form of crossed

Indian Postal Order drawn in favour of the Secretary, INDIAN COUNCIL OF AGRICULTURAL RESEARCH by the closing date. Applications received after the closing date will not be entertained. IN CASE A CANDIDATE ANTICIPATES DELAY IN FORWARDING OF HIS APPLICATION THROUGH PROPER CHANNEL, HE MUST SEND AN ADVANCE COPY OF THE APPLICATION ALONGWITH THE FEE, WHICH MUST REACH THIS OFFICE ON OR BEFORE THE CLOSING DATE. * Candidates abroad may apply on plain paper and send their applications together with an International Postal Order/Bank Draft covering the application fee drawn in favour of SECRETARY, INDIAN COUNCIL OF AGRICULTURAL RESEARCH so as to reach the office of the ASRB by the closing date. In countries where regular commercial channels are not available, the candidates can deposit their fee in local currency with the Indian Missions/Posts abroad, who in turn will issue an R.B.I. draft in favour of SECRETARY, ICAR, NEW DELHI. * Only the candidates belonging to SC/ST would be considered against the respective reserved posts. As such, General candidates NEED NOT APPLY against the reserved posts. * Crucial date for determining the age limit for candidates for each post will be the closing date for receipt of applications from candidates in India. There will be no maximum age limit for ICAR Employees. * Relaxation in age is allowed to SC/ST persons to the extent permissible under the rules. * The prescribed Essential Qualifications are minimum and possessing of same does not entitle candidates to be called for interview. Where the number of applicants is large, the Board may restrict the number of candidates for interview to a reasonable limit on the basis of qualifications and experience higher than the minimum prescribed in the advertisement. * For all Technical posts and other Non-Scientific positions, a screening test may be conducted by the Board, to be followed by an interview. * T.A. contribution will be admissible to those called for interview as per ICAR rules. * If required, candidates must appear for personal interview. * Higher initial pay may be recommended by the ASRB for specially qualified and experienced candidates for all the posts. * Canvassing, in any form, will disqualify a candidate.

dayp 92/745

POSTGRADUATE INSTITUTE OF MEDICAL EDUCATION & RESEARCH, CHANDIGARH – 160012

ADMISSION NOTICE NO.31/93 (ACAD)

CLOSING DATE FOR THE RECEIPT OF APPLICATIONS IS : 3rd May, 1993

Applications on the prescribed form, are invited for the following postdoctoral, postgraduate courses and Ph.D programme for the academic session starting from 1st July, 1993.

I FIRST YEAR JUNIOR RESIDENT/JUNIOR DEMONSTRATORS (for MD/MS courses)

- a) **JUNIOR RESIDENTS** in the following subjects :-
Anaesthesia-10, Dermatology-3, ENT-1, Medicine-8, Obstt & Gyne-5, Paediatrics-5, Psychiatry-3, Ophthalmology-2, Orthopaedic-Surgery-2, Radio-diagnosis-1, Radiotherapy-1, Surgery-9.
- b) **JUNIOR DEMONSTRATORS** in the following subjects :-
Microbiology-2, Pathology-6, Pharmacology-2
- Those completing their internship after 30.06.1993 are not eligible.
 - 22 $\frac{1}{2}$ % of the seats are reserved for candidates belonging to Sch. Castes/Tribes. In addition, 5% seats are reserved for candidates who have rendered or have carried on private practice in rural areas for a minimum period of two years. Details of reserved seats available with the application form.
 - A limited number of sponsored/deputed candidates may also be accepted for MD/MS courses in the subjects mentioned above except in Pathology (Specific number for each department is indicated in Information Brochure)

II SENIOR RESIDENTS :- 28 for DM/MCh courses :-

FOR DM COURSES			FOR MCh. COURSES		
1	Cardiology	3	1	Cardiovascular & Th. Surgery	2
2	Clinical Pharmacology	3	2	Neurosurgery	2
3	Endocrinology	2	3	Paed Surgery	4
4	Gastroenterology	2	4	Plastic Surgery	2
5	Nephrology	2	5	Urology	3
6	Neonatology	2			
7	Pul Medicine	1			

- a) A few seats (1-2) may be available for sponsored/deputed candidates for the courses mentioned above except for Paediatric Surgery and Urology. Seats for sponsored candidates are also available for Neurology.
- b) Upper age limit on 1.7.1993 - Not more than 35 years for general candidates and 40 years for candidates belonging to Sch. Castes/Tribes and ex-servicemen and Commissioned Officers including E.C.O./SSCO's who have rendered atleast 5 years military service and are released on satisfactory completion of assignment. No upper age restriction for deputed/sponsored candidates.
- c) Candidates due to appear in MD/MS examination during May-June, 1993 can also apply. They will be admitted to the entrance test only if they furnish the result of their examination from the University concerned atleast two days before entrance test.

III PH.D. PROGRAMME :-

Vacancies exist in the following departments -
Anaesthesia, Biochemistry, Biophysics, Experimental-Medicine, Endocrinology, Gastroenterology, Immunopathology, Medical Microbiology, Pathology, Psychology, Parasitology, Pharmacology, Community Medicine & Neuro Surgery

IV M.Sc. (Biochemistry) :- 5 seats

V M.Sc. (Pharmacology) :- 4 seats

(One seat for each of the above two M.Sc. courses is reserved for candidates belonging to Sch. Castes/Tribes)

VI. M.Sc. Medical Technology (Pathology) with Immunopathology as a special subject.

VII M.Sc. Medical Technology (Microbiology) with Bacteriology or Parasitology or Virology as a special subject.

VIII M.Sc. Medical Technology (Biochemistry).

IX M.Sc. Medical Technology (Pharmacology & Physiology).

X M.Sc. Medical Technology (Radiology) with Radiodiagnosis or Radio-therapy as a special subject.

XI Diploma In Immunohaematology & Blood Transfusion.

XII First Year Junior Residents (House Job) for Dentistry-4 seats (One seat reserved for candidates belonging to Sch. Castes/Tribes).

GENERAL INFORMATION

- For all courses, where MBBS/BDS or MD/MS is an eligibility requirements, candidates who have made more than one attempt (i.e. have more than one failure, compartment or re-appear) during their MBBS/BDS courses are not eligible. However, those belonging to Sch. Castes/Tribes with upto two attempts in the MBBS/BDS career will be eligible.
- Those applying for the reserved seats must append with their applications a certificate from the District-Magistrate concerned in support of their claim. No other certificate will be entertained.
- The number of seats wherever indicated is provisional and is subject to change without prior notice.
- For courses at categories VI to XI above, only sponsored/deputed candidates will be considered.
- The application must be accompanied with non-refundable fee of Rs. 100/- in the form of postal order/bank draft drawn in favour of the Director of this Institute. A candidate applying for more than one subject/course except category I, is required to submit separate application, complete in all respects, for each subject/course.

FOR CATEGORY No I (for MD/MS courses) :-

- Only one application needs to be submitted and the application fee will be Rs. 100/- only in respect of the number of subjects for which the candidate may like to be considered.
- Application form and "BROCHURE OF INFORMATION" are available from the office of the undersigned either personally on payment of Rs. 20/- at the counter from 10.30 AM to 11.30 AM on all working days and from 2.30 PM to 3.30 PM on all working days (except Saturdays) or by post for which the request must be accompanied with a self addressed envelope size (23x10cms) bearing postage stamps of Rs. 4.50 and crossed postal order/bank draft for Rs. 20/- drawn in favour of the Director. Money orders are not accepted.

REGISTRAR

INDIAN INSTITUTE OF TECHNOLOGY : DELHI HAUZ KHAS : NEW DELHI - 110016

Notice for Admission to Special Postgraduate Programmes for the Session 1993-94

Advt. No. IITD/PGS/2/93

Applications are invited for admission to the following Special Postgraduate Programmes for the session 1993-94 commencing July, 1993 :

INTERDISCIPLINARY M.TECH. PROGRAMMES :

- (i) **M.Tech in Management & Systems** : Parttime (Evening) programme for sponsored executives from the Public Sector Undertakings, Administrative Ministries and State Level Undertakings only.
- (ii) **Postgraduate Modular Programme in Management & Systems** : For sponsored executives from Public/Private/Joint/Government Sectors. The programme consists of three modules. A student will be awarded a certificate in "ORGANISATIONAL STUDIES" on completion of this module; a certificate in "PRODUCTIVITY STUDIES" on completion of this module; a diploma in "MANAGEMENT AND SYSTEMS" on completion of these two modules; and a degree of M.Tech in "MANAGEMENT AND SYSTEMS", on completion of these two modules and a third module on "APPLIED PERSPECTIVES". Continuation from one module to the next is not automatic and is subject to specific request from the candidate to do so and on the basis of satisfactory performance in the previous module/modules completed.
- (iii) **M.Tech in Energy Studies** : Parttime (Evening) programme for employees sponsored by R&D Organisations, Public Sector Undertakings, Govt. Departments or Private Industries. The programme covers the energy aspects of Conservation, Economics & Planning and Renewable Energy Technologies.

MINIMUM QUALIFICATIONS FOR ADMISSION

(a) Programmes for Management & Systems

Bachelor's degree in Engineering/Technology with a minimum CGPA of 6.75 on a 10 point scale or equivalent as determined by IIT Delhi, wherever letter grades are awarded or 60% marks in aggregate wherever marks are awarded.

(b) Programme for Energy Studies.

Bachelor's degree in Chemical/Electrical/Mechanical Engineering/Technology or Master's degree in Physics with CGPA/marks as mentioned at (a) above.

FEES

Fee for each of the programmes is based on the number of credits registered for and is approximately Rs. 3000/- per semester. Details are given in the Information Brochure to be supplied alongwith the prescribed Application Form. The fee for all the three programmes is payable by the sponsoring organisation only.

DURATION OF THE PROGRAMME

- (i) A parttime M.Tech candidate is expected to complete the programme in 5 semesters and not in more than 8 semesters (4 years).
- (ii) Modular Programme provides flexibility in completion of adequate credit requirements for certificate, diploma and degree in a maximum of 2, 4 & 6 years respectively.

CLASS TIMINGS

- (a) M.Tech in Management & Systems : 6.00 p.m. to 9.00 p.m.
- (b) Postgraduate Modular programme : 8.00 a.m. to 10.00 a.m.
- (c) M.Tech in Energy Studies : 6.30 p.m. to 8.30 p.m. on week days for theory classes and lab. classes on Saturdays/Sundays in the forenoon.

GENERAL INFORMATION

- (i) 15% of the seats for SC and 7.5% for ST candidates are reserved in each of the aforesaid programmes.
- (ii) For all the three Programmes, candidate should have a minimum of 2 years relevant experience as on 1st August, 1993.

- (iii) Candidates employed in and around Delhi (within a radius of 50 km of IIT Delhi) only are eligible for admission to these programmes.
- (iv) The candidates seeking admission as a sponsored candidate or on part time basis are required to submit alongwith their application "Sponsorship Certificate" or "No Objection Certificate" as the case may be, from their employer in the format specified in the INFORMATION BROCHURE.

HOW TO APPLY

Application Form and Information Brochure can be obtained from the Asstt. Registrar (PGS) by sending application fee of Rs. 25/- by a crossed Bank/Demand Draft drawn on STATE BANK OF INDIA in favour of IIT Delhi payable at SBI, IIT New Delhi, alongwith a self addressed envelope (25cm x 11cm) affixing postage stamps worth Rs. 3.00 and superscribed "Application for Special "M.Tech. Programme." Application forms can also be had during working hours from the Counter (Room No. AD-236) against Bank/Demand Draft as aforesaid. Application forms can also be obtained from the SBI, IIT Delhi on cash payment of Rs. 28/- during working hours. THE NO. AND DATE OF THE BANK DRAFT SHOULD BE MENTIONED BY THE CANDIDATES IN THE APPROPRIATE COLUMN OF THE APPLICATION FORM BEFORE SUBMITTING IT.

The completed applications in the printed APPLICATION FORM alongwith the Sponsorship Certificate/NOC and other testimonials should be sent to the Asstt. Registrar (PGS), Indian Institute of Technology, Hauz Khas, New Delhi-110016. Those who wish to apply for admission to more than one programme should make separate application with prescribed fee. The application form with all enclosures annexed thereto should be secured together properly with a tag before mailing/submission.

INTERIM ENQUIRIES WILL NOT BE ENTER-TAINED.

Date of commencement of issue of Application Forms : 19.4.1993

Last date for supply of application forms :

By post : 17.5.1993

At the Counter : 24.5.1993

Last date for receipt of the completed Application Forms : 24.5.1993

ASSTT. REGISTRAR (PGS)

BOOKS ON ISLAMISM & SIKHISM

The Preaching of Islam: A History of the Propagation of the Muslim Faith (Reprint)/ T W. Arnold

Taking into purview the proselyting aspect of Islam, the work discusses the spread of this religion.

1990, (c 1913), xvi, 467pp., Demy 8vo Rs. 105

The Spirit of Islam: A History of the Evolution and Ideals of Islam with A Life of the Prophet (Reprint)/Syed Ameer Ali

The book gives the history of the evolution of Islam as a world religion, of its rapid spread and the remarkable hold it obtained over the conscience and minds of millions people within a short space of time.

1989, (c. 1923), xxi, 515pp, Demy 8vo Rs 130

Studies in Islam (Reprint)/Canon Sell

The book takes into purview various aspects of Islam which emerged as a monotheistic religion in revolt against polytheism of Arab tribes.

1985, (c 1928), vi, 266pp., Demy 8vo Rs 180

Dictionary and Glossary of the Koran: With Grammatical References and Explanations of the Text (Reprint)/John Penrice

It has grammatical references and explanation of the Koran text for gaining a competent knowledge of the Koran.

1990, (c. 1873), vi, 166pp., Crown Rs. 55

History of the Sikhs: From the Origin of the Nation to the Battles of the Sutlej/J.D Cunningham

The main object of writing this book is to give Sikhism its place in the general history of humanity, by showing its connection with the different creeds of India.

1990, (c. 1849), 402pp., 1 fold map, Demy 8vo Rs. 100

The Sikh Religion: Its Gurus Sacred Writings And Authroes, 6 Vols. Bound in 3 (Reprint)/Max Arthur Macauliffe

These volumes introduce a new era in the history of Sikh religion. This is an English translation of the sikh teachings. The book included an account of the sikh Gurus, saints & authors at a time when the world knew so little of the Sikh reformers.

1990, Vol.1: xcii, 736pp., 5 B&W Plates, Demy 8vo, Vol.2: viii, 866pp., 10 B&W Plates, Demy 8vo, Vol.3: viii, 806pp., 7 B&W Plates, Demy 8vo 550 (Set)



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SCHOOL OF PLANNING AND ARCHITECTURE
(Deemed to be a University)

4, Block-B, Indraprastha Estate, New Delhi-110002

ADMISSION TO Ph.D. PROGRAMMES 1993-94

Applications are invited from persons of high academic attainment, who wish to study and research in the fields of Architecture, Planning, Urban Design, Architectural Conservation, Landscape Architecture, Urban Planning, Regional Planning, Environmental Planning, Housing, Transport Planning, and Building Engineering and Management.

Eligibility for Admission : The applicants for admission to the Ph D Programmes shall possess the following qualifications :

Master's Degree in any of the courses in Urban Planning/Regional Planning/Environmental Planning/ Housing/Transport Planning/ Landscape Architecture/ Urban Design/ Architectural Conservation/Building Engineering and Management conducted by the School or its equivalent from any other recognised University/Institution with a minimum of 55% aggregate marks OR Bachelor's Degree in Architecture/Planning of the School or its equivalent from any other recognised University/Institution with a minimum of 55% aggregate marks and five years experience in teaching/research/ professional practice.

Relaxation in aggregate marks as specified above, may be made in case of exceptionally qualified applicants.

Reservation of seats for SC/ST candidates as per Government directive.

Fellowship : All scholars with a Master's Degree in the respective disciplines are eligible for fellowship of Rs. 2400/- per month.

Scholars with Bachelor's Degree in Architecture/Planning of the School or its equivalent with Valid GATE Score/UGC (NET) are eligible for the Fellowship of Rs. 1800/- per month.

In addition, contingent grant is given to the recipients of fellowship.

In-service candidates are not eligible for fellowship and contingent grant

INFORMATION BROCHURE AND APPLICATION FORM : Details regarding Ph D Programmes, minimum qualifications and other requirements are given in the Information Brochure for Ph D Programmes

Candidates called for interview will be paid travelling allowance for the journey from the Railway Station nearest to the residence/place of work and back by 2nd Class Railway fare along the shortest route (within India).

Indian residents abroad may apply directly with Bio-data on plain paper Foreign nationals are required to apply through diplomatic channels to the Government of India.

IMPORTANT DATES

1. Issue of Application Form commences on 12-4-1993 against payment of Rs 100/- by crossed Demand Draft drawn in favour of 'SCHOOL OF PLANNING AND ARCHITECTURE' payable at NEW DELHI
2. Last date for issue of Application Forms 30-4-1993
3. Last date for receipt of Application Forms 14-5-1993

D R. Balns
REGISTRAR

davp 798 (2) 92

SANJAY GANDHI POST GRADUATE INSTITUTE OF MEDICAL SCIENCES

P.B. No. 375, RAE BARELI ROAD, LUCKNOW-226 001

EPABX NO. 51200, 53700, 54800, 55800 FAX : 0091-522-51173

ADVERTISEMENT

Applications are invited for one post of Executive Registrar in the pay scale of Rs. 2050-2500 (Pre-revised). Person having first class Master's degree preferably in science from a recognised University and 15 years experience in handling of academic/administrative job including conducting examination in a University or Postgraduate Institute of National level or equivalent may apply on plain paper giving full details alongwith supporting documents and photograph to the undersigned within fifteen days.

Person having Ph.D. degree and knowledge of academic procedure, formulation of syllabi according to Indian Medical Council's regulations may be given preference.

Qualifications and experience may be relaxed for the candidates found otherwise suitable for the job. Since the appointment will be subject to High Court orders, person willing to join on deputation will be given preference.

Undersigned reserves the right to accept or reject any or all applications without showing any reason thereof.

ADVT. No. 10/93

DIRECTOR

VACANCIES FOR HILL ENGINEERING COLLEGES IN U.P. STATE

Separate applications are invited from Indian citizens for various teaching & non teaching posts.

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1. Assistant Professor in Computer Science & Engg. (One Post)
2. Lecturer in Electronics & Comm. Engineering (One Post)

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The College having picturesque site facing the Himalaya ranges and a residential campus with upcoming Labs & Library, is situated at Ghurdauri, 13 Km from Pauri (Garhwal) city (106 Km from Kotdwar Rly Station) and well connected by road with Delhi, Hardwar, Dehradun, etc.

3. Assistant Professor in Electronics & Comm. Engg. and Computer Science & Engg. (One each)
4. Workshop Superintendent (One Post) (WS may be required to teach Mech. Engineering courses)
5. Registrar (One Post)

SCALE, MINIMUM QUALIFICATION & EXPERIENCE

ACADEMIC POSTS

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Rs 3700-125-4950-150-5700

- (a) Ist class ME/M. Tech. in appropriate branch of Engg./Tech.
- (b) 5 years experience of teaching ME/BE classes/Industry/Research at the appropriate level

Note : Candidates from Industry/profession with recognised professional work equivalent to Masters degree in appropriate branch of Engg./Tech. will also be eligible.

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(b) 7 years experience in a workshop or in any reputed industry at the level of Asstt. Engineer.

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(Higher start may be considered for the above academic posts.)

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Desirable : MBA/LLB

Applications with complete bio-data (Name, Address, date of birth, qualification, experience, last pay & scale, certificates & degree/diploma) in typed form accompanied by a postal order/S.B.I. bank draft of Rs. 15/- (Rs. 7.50 for SC/ST) for S. NO. 1-2 in favour of the Principal, Kumaon Engg. College, Dwarahat payable at Dwarahat and for S No. 3-5 in favour of the Principal, G B. Pant Engineering College, Pauri payable at Pauri, should reach the office of the Principal, Kumaon Engg. College, Dwarahat-263653 latest by 30-4-1993.

Note :- (a) Mere possession of the minimum qualification does not necessarily entitle a candidate for being called for interview, (b) Preference will be given to SC/ST candidates having appropriate qualification and experience, (c) All posts carry dearness and other allowances as applicable to UP State Engg. Colleges, (d) No. of vacancies can be reduced.

M.C. Srivastava,
Principal,
Kumaon Engineering College, Dwarahat

CLASSIFIED ADVERTISEMENTS

GUJARAT UNIVERSITY

Applications are invited in the prescribed form available from Registrar, Gujarat University, Ahmedabad-380 009 so as to reach him on or before 30.4.1993 for the following posts in the University and various post-graduate Departments of the University

(A) TEACHING POSTS

Sr No.	Name of the post	No of post
1	Professor of Political Science	One
2	Professor of Hindi	One
3	Professor of Psychology	One
4	Professor of Textile Chemistry	One
5	Professor of Economics	One
6	Professor of Philosophy (This post is reserved for Scheduled Tribes candidates - First attempt)	One
7	Professor of Education (This post is reserved for Scheduled Tribes candidates - Third attempt)	One
8	Reader in Philosophy	One
9	Reader in Economics (This post is reserved for Scheduled Tribes candidates - Third attempt)	One
10	Reader in Prakrit	One
11	Reader in Chemistry	Two
12	Reader in Polymer Science	One
13	Reader in Psychology	One
14	Reader in Chemistry (Corrosion)	One
15	Reader in Labour Welfare (This post is reserved for Economically and Socially Backward class candidates as per Baxi Commission - Second attempt)	One
16	Reader in Textile Chemistry	One
17	Reader in Environmental Science	One
18	Reader in Life Science (One post is reserved for Scheduled Tribes candidates - First attempt)	Two
19	Reader in Political Science	One
20	Reader in History	One
21	Reader in Sociology (This post is reserved for candidates belonging to Scheduled Caste candidates - First attempt)	One
22	Reader in Education	One
23	Lecturer in Commerce (One post is reserved for Scheduled caste candidates - Second attempt) (For another post candidates with Statistics as Special subject will be preferred)	Two
24	Lecturer in Bio-chemistry	One

25.	Lecturer in Law	Two
26.	Lecturer in Economics (One post is reserved for Economically and Socially Backward class candidates as per Baxi Commission - Second attempt)	Two
27.	Lecturer in Psychology (This post is reserved for Scheduled caste candidates - First attempt)	One
28.	Lecturer in Sociology	Two
29.	Lecturer in Physics (This post is reserved for Scheduled caste candidates - First attempt)	One
30.	Lecturer in Polymer Science	One
31.	Lecturer in English (This post is reserved for Scheduled Tribes candidates - Third attempt)	One
32.	Lecturer in Labour Welfare	One
33.	Lecturer in Developmental Communication (This post is reserved for Scheduled Tribes candidates - Second attempt)	One
34.	Lecturer in Political Science	One
35.	Lecturer in Botany (This post is reserved for Scheduled Castes - Third attempt)	One
36.	Lecturer in Environmental Science	One
37.	Lecturer in Chemistry (This post is reserved for Scheduled Tribe candidates - Third attempt)	One
38.	Teaching Research Associate in Business Management (This post is reserved for Economically and Socially Backward class candidates as per Baxi Commission - Second attempt)	One

Pay Scale : Teaching Posts

(1)	Professor: Rs 4500-150-5700-200-7300
(2)	Reader : Rs. 3700-125-4950-150-5700
(3)	Lecturer : Rs 2200-75-2800-100-4000
(4)	Teaching Research Associate : Rs. 2200-75-2800-100-4000

Those who have applied previously for teaching posts at Sr No 1,2,3 and 28 in response to earlier advertisement may not apply again.

A copy of the rules governing minimum qualifications for the above posts can be obtained on request.

The above posts carry dearness allowances and other allowances as per rules of Gujarat University. The benefits of General Provident Fund, Gratuity and Pension will be

admissible as per the rules of the University in force from time to time. The candidates selected for the above teaching posts shall have to learn Gujarati Language during the period of probation.

Residential quarters may be provided on request, subject to availability, as per the University rules.

The prescribed form of application can be had on payment of Rs. 5/- payable in advance either in cash or by postal order. Money order will not be accepted.

Date : 23.3.1993 M.S. Shah
Ahmedabad-380 009. OFFG. REGISTRAR

MAR THOMA COLLEGE FOR WOMEN PERUMBAVOOR - 683542

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No. of Vacancy

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(Subject to the approval of the Mahatma Gandhi University)

Qualification : As prescribed by the Mahatma Gandhi University

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Application forms can be had from the undersigned on payment of Rs. 40/- (Rs. 42/- by M.O.)

Perumbavoor
25.3.1993

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THE EMBASSY OF ARGENTINA AWARD

SECOND ANNUAL ESSAY COMPETITION, 1993

1. The Embassy of the Argentine Republic is pleased to announce the holding of its **SECOND ANNUAL ESSAY COMPETITION, 1993** with a view to encouraging studies and research on aspects of the Argentine Republic as well as different facets of relationship between India and Argentina.
2. The Competition is open to undergraduate and graduate students of universities and institutions of higher learning in India.
3. Essays can be on any one specific aspect, past or present, of Argentina or Argentina-India relations in the fields of history, culture, literature, foreign policy, economy, science and technology.
4. The essays should be original and should not have been published earlier. Style, presentation and innovative ideas will be given due weightage.
5. The essays should be in English language and should not exceed 25 pages. It should be typed in double space on A.4 size sheets (8,1/4x11,3/4 inches). It must be signed by the contributor, with name, age, year of study, name and full address of the institution where he/she is studying and residential address of the contributor. The essay should be certified by the Professor or Head of the Department/Institution to the effect that the contributor is a bonafide student. Contributions sent unsigned and/or without the certification of the Professor/Head of the Department/Institution will not be considered.
6. The envelope should be superscribed as "SECOND ANNUAL ESSAY COMPETITION, 1993" and addressed to : The Ambassador of the Argentine Republic, B-8/9, Vasant Vihar, New Delhi-110057, so as to reach the Embassy not later than **AUGUST 15, 1993**.
7. The contributions will be judged by a panel of distinguished professors/scholars. Their decision will be final. No correspondence will be entertained on the question of assessment of the essays.
8. Award winning and selected essays may be published by the Embassy for free circulation. The copyright of all entries will rest with the Argentine Embassy in India.
9. The following prizes will be awarded :
FIRST PRIZE : Rs. 12,000/- (Rs. Twelve thousand) (A Citation)
SECOND PRIZE : Rs. 8,000/- (Rs. Eight thousand) (A Citation)
All other entries will receive a Certificate for participation.
10. Results will be announced on **SEPTEMBER 30, 1993**. Award Ceremony will take place in New Delhi in **OCTOBER 1993**.

New Delhi, March 1993.